

Sacred Heart Catholic Primary School

To live, love and learn joyfully in the family of Christ



Relationships, Health and Sex Education Policy

Approved by Governors: March 2023

Date for review: March 2025

To live, love and learn joyfully in the family of Christ

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

A consultation took place in May 2020 via a survey available to all parents.

School Governors were consulted.

Content of the scheme 'Life to the Full' was accessed by parents and governors of the school

A second consultation was taken on the teaching of FGM via a survey to all parents. There were 14 responses. The **Life to the Full** programme offers schools the opportunity to include teaching on FGM at KS1, LKS2 and UKS2, as part of **Unit 3: Keeping Safe** which is part of **Module 2: Created to Love Others**. The school will teach certain aspects of these lessons but will not be explicit on FGM. The school will not teach the optional sections on FGM.

Implementation and Review of Policy

Implementation of the initial policy took place after consultation with the Governors in the Autumn Term 2020

This policy was reviewed by the Head teacher, RSE Co-ordinator, the Governing Body and Staff in March 2023

The next review date is March 2025

Dissemination

Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site and will be accessible through individual log-ins to the Ten Ten Life to the full Parent Portal

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."¹

It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

¹ 1 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

We are involved in relationships and sex education 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 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 RSE 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.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

'To live, love and learn joyfully in the family of Christ'

AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit

ourselves: In partnership with parents, to provide children and young people with a “positive and prudent sexual education”³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual’s commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church’s teaching on relationships and the nature and meaning of sexual love;
- the Church’s teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- at an age appropriate level, the facts about human reproduction.

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

BROAD CONTENT OF RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

We have adopted the 'Life to the Full' SRE programme developed by Ten Ten. This Catholic scheme has the support of the Bishops Conference of England and Wales and is one of the schemes recommended for use in Diocese of Westminster schools.

Life to the Full is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families. Our 'Life to the Full' programme will cover:

Our 'Life to the Full' programme will cover:

Module 1: Created and Loved by God

Religious Understanding

Me, my body, my health

Emotional well-being

Life cycles

Module 2: Created to Love Others

Religious Understanding

Personal Relationships

Keeping Safe

Module 3: Created to Live in Community

Religious Understanding

Living in the Wider World

PROGRAMME / RESOURCES

Appendix 1 to this policy provide further information about the programme and resources for suggested use

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

TEACHING, LEARNING and ASSESSMENT STRATEGIES

Ten Ten resource materials will be used to deliver the programme in an engaging, sensitive and age-appropriate manner. Lessons will be given an appropriate timetable allocation and will make use of strategies that allow pupils to engage, reflect, respond and ask appropriate questions. Strategies used will include:

- establishing ground rules so that all feel safe
- distancing techniques (e.g., the use of story and film)
- discussion

- reflection
- experiential & active learning
- brainstorming • film & video
- group work
- role-play
- values clarification
- The use of anonymous questions
- The use of the classroom communication box for further support

Low-stakes assessment is built into each unit of the programme.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children.

As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents are able to access detailed information about each unit of the programme and how this is developed in an age appropriate manner for each Key Stage phase by making use of the parent portal at:

www.tentenresources.co.uk/parent-portal

The portal also allows parents in Year 6 to view the materials that are used to explore sexual nature of relationships. This will enable parents to make an informed decision about whether they consent to this aspect of the programme or not. Parents who do not consent to this aspect of the programme will be able to use these materials with their own children should they wish to.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the Headteacher (RE Co-ordinator) and the co-ordinators of Science and PSHE.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.⁴

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

⁴ CES Checklist for External Speakers to Schools, 2016

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

RSE Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (child protection, equalities, anti-bullying).

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity.

The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Responding to Questions

All questions raised will be answered honestly in the context of a sensitive, inclusive and Catholic RSE programme. Where staff are unsure of how to respond, they will let a pupil know that they will get back to them and will seek further advice. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

Where a question or response:

- suggests a safeguarding concern, this will be recorded on CPOMs and followed up with a conversation with Safeguarding Leads.
- falls out of the scope of the current RSE policy, this will be acknowledged and referred to parents / carers through a supportive telephone call / meeting;
- Where a question is of a personal nature, this will be acknowledged, and reference will be made to the ground rules which have been agreed;
- is deliberately tendentious this will be acknowledged and dealt with in line with the school's behaviour policy. Conversations with parents are likely to follow.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the

school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Frequently Asked Questions (FAQs) (some from children some from parents / carers).

Why should we teach about Sex and Relationships Education in Catholic Schools?

The school aims to support parents in their role as primary educators of Children in the faith. Our children live in a society where they are bombarded with images, words and sentiments that may not necessarily sit within our own views. We live in an increasingly secular world. We must enable children to make sense of this complex world, underpinned by catholic Christian values which will support them throughout their life. Our children have questions; they require accurate and sensitive answers

We have 'pet names' for parts of the body that make it less embarrassing to talk about things. Why spoil it with biological names for body parts?

It is great that your children are able to talk about their bodies. Using the correct terminology from an early age helps us to ensure that we are all talking about the same thing. It also keeps our children safe by giving them a common language to use when discussing very private matters.

My parents were not married when I was born. Was that wrong?

The Catholic Church teaches that the ideal environment for children to be brought up in is within a family that is built upon a happy, healthy and strong marriage. The ideal, however, is not always possible and as such, we do not level judgement in such cases. Our community is made up of people who are part of a range of diverse families. Each individual is valued and loved by God, made in His image.

My child does not live with his / her 'birth parent'. Will they be embarrassed?

We are all unique, everyone created in the image of God. We all live in a variety of loving family types. No one is identified as being different. We have a duty under Equalities legislation to ensure that all of our family types are represented and feel included. Personal 'stories' are treated with absolute sensitivity. Please do talk to us about this if you are concerned.

My parents / carers do not live together. Is that wrong?

There are many complex and varied reasons why people are unable to live together but it does not mean that you are loved any less by either of your parents. Children are taught about diversity in family structures.

Should we be talking about children with two mums or two dads?

Our children are growing up in a diverse society. Some children have single parents, some have mums and dads, some have two dads or two mums, some are brought up by extended family. They need to learn that we are all different and unique. We have a duty under the Equalities Act to ensure that all family types are represented in order that individuals do not feel left out or pushed aside. This is about protecting the dignity of each individual and carries

no value judgements with it. Where the reaction to images raise issues of homophobic language, we have a duty in law to ensure that this is addressed as unacceptable and potentially hurtful behaviour. Although we make reference to the diversity of family structures, homosexuality is not directly covered in our scheme of work in Primary Schools.

What is the Catholic Church's view in relation to homosexuality?

The Catholic Church recognises that some men are sexually attracted to other men and some women are sexually attracted to other women. The church upholds the dignity of every individual and utterly condemns any unjust discrimination or abuse directed against individuals; on the contrary, individuals must be accepted with respect compassion and sensitivity. That aside, the Catholic Church considers sexual contact between same sex couples, in so much as it excludes openness to the generation of new life, is not supported. We do not teach about homosexuality but must challenge any stereotypes or misinformation that is shared

Will Lesbian Gay Bisexual and Transgender (LGBT) aspects be covered in this RSE programme?

Life to the Full is inclusive of all children and families. From the very start, the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers, etc) and it celebrates the family unit in whatever form it takes. In Upper Key Stage Two, the presenters on film say that some children have 'two mums and two dads' as part of a list of different family set-ups – this is the only explicit reference to same-sex relationships in the programme; The programme does not explicitly refer to transgenderism; The programme emphasises very strongly the dignity of every person as being created and loved by God - it examines difference and bullying, but does not explicitly highlight LGBT people within this context. The only reference to sexual intimacy is in the optional UKS2 session 'Making Babies: Part 2'. In this session, sexual intimacy is discussed within the context of a heterosexual marriage, and the Catholic-Christian point of view is clearly stated. This teaching is in line with the statutory guidance from the Department of Education.

Surely sex education encourages experimentation?

Research does not indicate that this is true. Effective RSE education, delivered in partnership with parents, underpinned by consistent Christian values, allows correct information to be passed on to our children within the framework of our shared faith. Without it, there is the potential for ignorance and as such this leaves our children in a dangerous place.

Shouldn't the information given to boys be different to girls?

If we give different information to boys and girls, this could lead to misinformation in the future as they find out from their own sources. It is important that our children have correct and accurate information. Boys need to know about the changes that girls will go through (if they are going to be sensitive in relation to the opposite sex) and vice versa. This is all very healthy. Some information is delivered in mixed sex groups and other, more sensitive information, is delivered in single sex groups as appropriate.

There has been a lot of press coverage recently about Female Genital Mutilation (FGM). Do we teach our children about this?

We don't teach directly about FGM but we do ensure that children are fully equipped with the knowledge about what is right and wrong in relation to how others treat their body and what to do if they feel uncomfortable about anything. They are also taught about what to do if they are worried about anyone else.

My child is too young for all of this.

Your child may well be in the Early Years or Key Stage 1 and this is where we begin to develop in an age appropriate manner the language and skills that they will need to develop effective and safe relationships. As your child moves from Year 4 upwards, they are at an age when bodies may well be changing, getting ready for puberty, the onset of adult life. With the physical changes, come emotional changes which all of our children need to be prepared for. As our children move on to secondary school it is important that they have been given the correct information, before they are educated in RSE by information from their peers which may not be as reliable. To not deliver this would disadvantage our children and would also put them at risk.

What happens if a child asks a question about something that is not covered by the RSE scheme of work?

If suitable for the whole class, this would be answered honestly in line with our policy. If it is not possible to answer the question as it falls outside of the remit of our school's RSE policy, the teacher would talk to the child's parent or guardian about how they could support him/ her to answer this honestly. If in doubt the teacher will recognise the question and defer answering until they have sought the advice of the Headteacher.

Can I withdraw my child from RSE?

The law gives parents the right to withdraw their children from those aspects of the RSE provision that is not part of the statutory science provision. The National Curriculum covers puberty and makes reference to reproduction for plants and animals and therefore these aspects remain statutory. The non-statutory aspects of our curriculum relate to an exploration of sexual intimacy which are only included in the Year 6 aspects of the curriculum. We would, of course welcome the opportunity to discuss this important decision with you in order that it can be made in full knowledge of what the children will be missing. All of the materials in relation to this aspect of the curriculum are available on the Life to the Full Parent Portal in order that you are able to make this important decision in an informed manner.

Discussing the biological aspects (as part of the statutory curriculum) often raises the question 'well, how does the sperm get to the egg?'. This natural and understandable question is exactly why the school offers to deal with this question, even though it is not included in the Statutory framework for KS2

Learning Outcomes for Relationships and Sex Education

Life to the Full

YEAR 6			
Module	Unit	Session	Learning Outcome
Created and Loved By God	Autumn Term 1 Religious Understanding	Story Sessions: Calming the Storm 5 x 15-minute sessions over 5 days	We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!
	Autumn Term 2 Emotional Well Being	Unit 2 Session 1: Gifts and Talents 45-60 minutes	Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).
	Me, My Body, My Health	Session 2: Girls' Bodies 45-60 minutes	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately; The need for modesty and appropriate boundaries.
		Session 3: Boys' Bodies 45-60 minutes	That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.
		Session 4: Spots and Sleep 45-60 minutes	How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.
Created to Love Others	Spring Term1 Religious Understanding	Unit 3 Session 1: Body Image 45-60 minutes	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media

	Personal Relationships	Session 2: Peculiar Feelings 45-60 minutes	To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.
		Session 3: Emotional Changes 45-60 minutes	Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.
		Session 4: Seeing Stuff Online 45-60 minutes	The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images
	Summer 1 Life Cycles	Session 1: Making Babies (Part 1) 45-60 minutes	How a baby grows and develops in its mother's womb.
		Session 2: Making Babies (Part 2)	Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse; The Christian viewpoint that sexual intercourse should be saved for marriage.
		Session 3: Menstruation 45-60 minutes	About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation.
	Summer 2		
Created to Live in Community	Religious Understanding	Session 1: The Trinity 45-60 minutes	Children will know that God is Trinity - a community of persons Children will know that the Church is the Body of Christ -
		Session 2: Catholic Social Teaching 45-60 minutes	Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice
	Living in the Wider World	UKS2 Module 3, Unit 2 Session 1:	Pupils will learn to apply the principles of Catholic Social Teaching to current issues. Pupils will find ways in which they can spread God's love in their community.

		Reaching Out 45-60 minutes	
--	--	-------------------------------	--

YEAR 5			
Module	Unit	Session	Learning Outcome
Created and Loved By God	Autumn Term 1 Religious Understanding	Story Sessions: Calming the Storm 5 x 15-minute sessions over 5 days	We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!
		Session 1: Is God Calling You? 45-60 minutes	To know that God calls us to love others. To know ways in which we can participate in God's call to us.
	Me, My Body, My Health	Unit 2 Session 1: Gifts and Talents 45-60 minutes	Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).
		Session 2: Girls' Bodies 45-60 minutes	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately; The need for modesty and appropriate boundaries.
		Session 3: Boys' Bodies 45-60 minutes	That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.
		Session 4: Spots and Sleep 45-60 minutes	How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.
	Spring Term Emotional Well Being	Session 1: Under Pressure 45-60 minutes	Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure.
		Session 2: Do You Want A	Understand what consent and bodily autonomy means;

		Piece of Cake? 45-60 minutes	Discuss and reflect on different scenarios in which it is right to say 'no'.
		Session 3: Self-Talk 45-60 minutes	Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships
Created to Love Others	Spring Term 2 Religious Understanding	Session 1: Sharing Isn't Always Caring 45-60 minutes	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.
	Keeping Safe	Session 2: Cyberbullying 45-60 minutes	What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim; How to get help if they experience cyberbullying.
		Session 3: Types of Abuse 45-60 minutes	To judge well what kind of physical contact is acceptable or unacceptable and how to respond That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.
		Session 4: Impacted Lifestyles 45-60 minutes	Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. <ul style="list-style-type: none"> • Learn how to make good choices about substances that will have a positive impact on their health. • Know that our bodies are created by God, so we should take care of them and be careful about what we consume.
		Session 5: Making Good Choices 45-60 minutes	Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco <ul style="list-style-type: none"> • To Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies
		Session 6: Giving Assistance 45-60 minutes	The recovery position can be used when a person is unconscious but breathing. DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.

Created and Loved By God	Summer 1 Life Cycles	Session 1: Making Babies (Part 1) 45-60 minutes	How a baby grows and develops in its mother's womb.
Created to Love Others	Summer 1 Life Cycles	Session 1: Making Babies (Part 1) 45-60 minutes	How a baby grows and develops in its mother's womb.
		Session 3: Menstruation 45-60 minutes	About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation.
Created to Live in Community	Summer 2 Living in the Wider World	Session 1: The Trinity 45-60 minutes	Children will know that God is Trinity - a community of persons Children will know that the Church is the Body of Christ -
		Session 2: Catholic Social Teaching 45-60 minutes	Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice
		Session 1: Reaching Out 45-60 minutes	Pupils will learn to apply the principles of Catholic Social Teaching to current issues. Pupils will find ways in which they can spread God's love in their community.

YEAR 4

Module	Unit	Session	Learning Outcome
Created and Loved By God	Autumn 2 Religious Understanding	Story Sessions: Get Up!	We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God
	Autumn 2 Me, my body, my health	Session 1: We Don't Have to be the Same 45 minutes	Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).
		Session 2: Respecting our Bodies 45 minutes	About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do
	Emotional Well Being	Session 3: What is Puberty? 45 minutes	Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies.
		Session 4: Changing Bodies 45 minutes	Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.
		Session 5: Male/Female Discussion Groups (optional)	These questions mirror questions that many boys and girls might ask themselves secretly, with the aim of providing a safe space for discussion about changes they will face throughout puberty and how these changes might make them feel. This informal session should empower young men and women about their own journeys, and sensitively address some of the worries they may feel.
Created to Love Others	Personal Relationships	Session 1: What Am I Feeling? 45 minutes	That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).
		Session 2: What Am I Looking At? 45 minutes	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.
		Session 3: I Am Thankful	Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.
Created and Loved By God	Summer 1 Life Cycles	Session 1: Life Cycles	That they were handmade by God with the help of their parents;

			How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.
	Summer 2	Session 1: A Community of Love 30 minutes	God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; The human family is to reflect the Holy Trinity in mutual charity and generosity.
		Session 2: What is the Church? 45 minutes	That the human family is to reflect the Holy Trinity in mutual charity and generosity. The Church family comprises of home, school and parish (which is part of the diocese).
		LKS2 Module 3, Unit 2 Session 1: How Do I Love Others?	To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.

YEAR 3			
Module	Unit	Session	Learning Outcome
Created and Loved By God	Autumn 2	Story Sessions: Get Up! 5 x 15-minute sessions over 5 days	We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God
		Session 2: The Sacraments	That in Baptism God makes us His adopted children and 'receivers' of His love. That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).
	Religious Understanding	Story Sessions: Jesus, My Friend	That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.
	Spring Term 1 Personal Relationships	Session 1: Friends, Family and Others... 45 minutes	Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; The difference between a group of friends and a 'clique'.
		Session 2: When Things Feel Bad	Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying. Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.

Created to Love Others	Spring 2 Keeping Safe	Session 1: Sharing Online 45 minutes	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.
		Session 2: Chatting Online 45 minutes	How to use technology safely. That bad language and bad behaviour are inappropriate. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.
		Session 3: Safe In My Body 45 minutes	To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.
Created and Loved By God	Summer 1 Keeping Safe	Session 4: Drugs, Alcohol and Tobacco 45 minutes	Medicines are drugs, but not all drugs are good for us. <ul style="list-style-type: none"> Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume.
		Session 5: First Aid Heroes	In an emergency, it is important to remain calm. <ul style="list-style-type: none"> Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge.
Created to Live in Community	Summer 2 Religious Understanding	Session 1: A Community of Love 30 minutes	God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’; The human family is to reflect the Holy Trinity in mutual charity and generosity.
		Session 2: What is the Church?	That the human family is to reflect the Holy Trinity in mutual charity and generosity. The Church family comprises of home, school and parish (which is part of the diocese).
	Living in the Wider World	Session 1: How Do I Love Others?	To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.

YEAR 2			
Module	Unit	Session	Learning Outcome
Created and Loved By God	Autumn 2 Religious Understanding	Story Sessions: Let the Children Come	<ul style="list-style-type: none"> •We are created individually by God •God wants us to talk to Him often through the day and treat Him as our best friend •God has created us, His children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness •We are created as a unity of body, mind and spirit: who we are matters and what we do matters •We can give thanks to God in different ways
		Session 1: I Am Unique 30 minutes	To learn that we are unique, with individual gifts, talents and skills.
		Session 2: Girls and Boys 30-40 minutes	Our bodies are good; The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia); Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.
		Session 3&4: Clean and Healthy (My Body)	That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);A language to describe our feelings
	Spring Term 2 Emotional Well Being	Session 1: Feelings, Likes and Dislikes 40 minutes	That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings
		Session 2: Feeling Inside Out 30 minutes	Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.
		Session 3: Super Susie Gets Angry	Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; That Jesus died on the cross so that we would be forgiven.

Created to Love Others	Summer Term 1 Religious Understanding	The Cycle of Life	Children will know and appreciate that there are natural life stages from birth to death, and what these are
Created to Live in Community	Summer 2 Religious Understanding	Session 1: Three In One 25 minutes	That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others
		Session 2: Who is My Neighbour?	To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour.
	Living in the Wider World	Session 1: The Communities We Live In	That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.);

YEAR 1			
Module	Unit	Session	Learning Outcome
Created and Loved By God	Autumn 2 Religious Understanding	Let the Children Come	<ul style="list-style-type: none"> •We are created individually by God •God wants us to talk to Him often through the day and treat Him as our best friend •God has created us, His children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness •We are created as a unity of body, mind and spirit: who we are matters and what we do matters •We can give thanks to God in different ways
	Me, my body and my health.	Session 1: God Loves You	To learn that we are unique, with individual gifts, talents and skills.
	Spring Term 1 Emotional Well Being	Session 1: Special People 30 minutes	To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family; The importance of being close to and trusting special people and telling them if something is troubling them.
		Session 2: Treat Others Well... 35 minutes	How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; The characteristics of positive and negative relationships; Different types of teasing and that all bullying is wrong and unacceptable.
		Session 3: ...and Say Sorry	To recognise when they have been unkind and say sorry; To recognise when people are being unkind to them and others and how to respond; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives.
Created to Love Others	Spring 2	Session 1: Being Safe 35 minutes	Children will actively participate in activities and 'Smartie the Penguin' story; Children will answer questions to know what is and isn't safe online; Children will know who they can go to talk about anything they feel uncomfortable about, particularly online.
Created to Love Others	Keeping Safe	Session 2: Good and Bad Secrets 35 minutes	The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; How to resist pressure when feeling unsafe.
		Session 3: Physical Contact 45 minutes (or 2 x 25 minutes)	To know that they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.
		Session 4: Harmful	Medicines are drugs, but not all drugs are good for us.

		Substances 30 minutes	<ul style="list-style-type: none"> Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume.
		Session 5: Can You Help Me? (Part 1) 35 minutes	Pupils will know that: <ul style="list-style-type: none"> They should call 999 in an emergency and ask for ambulance, police and/or fire brigade If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999. Some basic principles of First Aid
		Session 6: Can You Help Me? (Part 2)	
Created to Live in Community	Summer 1 Living in the Wider World	Session 1: Three In One 25 minutes	That God is love: Father, Son and Holy Spirit <ul style="list-style-type: none"> That being made in His image means being called to be loved and to love others
		Session 2: Who is My Neighbour?	To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour.
	Summer 2 Living in the Wider World	Session 1: The Communities We Live In	That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.);

RECEPTION CLASS

Module	Unit	Session	Learning Outcome
Created and Loved By God	Autumn 2	Handmade With Love	Children will know that: <ul style="list-style-type: none"> - We are created individually by God as part of His creation plan - We are all God's children and are special - Our bodies were created by God and are good - We can give thanks to God!
		: I Am Me	We are each unique, with individual gifts, talents and skills. <ul style="list-style-type: none"> • Whilst we all have similarities because we are made in God's image, difference is part of God's plan!
		Session 2: Heads, Shoulders, Knees and Toes	Children will learn that: <ul style="list-style-type: none"> • That their bodies are good and made by God • The names of the parts of the body (not genitalia)
		Ready Teddy?	Children will learn: <ul style="list-style-type: none"> • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene
	Spring Term Emotional Well Being	I Like, You Like, We All Like!	Children will learn: <ul style="list-style-type: none"> • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • That it is natural for us to relate to and trust one another
		Good Feelings, Bad Feelings	Children will develop: <ul style="list-style-type: none"> • A language to describe their feelings • An understanding that everyone experiences feelings, both good and bad • Simple strategies for managing feelings
		Let's Get Real	Children will learn: <ul style="list-style-type: none"> • Simple strategies for managing emotions and behaviour • That we have choices and these choices can impact how we feel and respond. • We can say sorry and forgive like Jesus
		Growing Up	Children will learn: <ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are
	Spring Term 2	Role Model	Children will learn:

Created to Love Others	Religious Understanding		<ul style="list-style-type: none"> • We are part of God's family • Jesus cared for others and wanted them to live good lives like him • We should love other people in the same way God loves us
	Personal Relationships	Who's Who?	Learning Objectives for the week Children will learn: <ul style="list-style-type: none"> • To identify special people (e.g. parents, carers, friends) and what makes them special • The importance of the nuclear family and of the wider family • The importance of being close to and trusting of 'special people' and telling them if something is troubling them
		You've Got a Friend in Me	Children will learn: <ul style="list-style-type: none"> • How their behaviour affects other people and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships • About different types of teasing and that all bullying is wrong and unacceptable
		: Forever Friends	Children will learn: <ul style="list-style-type: none"> • To recognise when they have been unkind to others and say sorry. • That when we are unkind, we hurt God and should say sorry. • To recognise when people are being unkind to them and others and how to respond. • That we should forgive like Jesus forgives.
Created and Loved By God	Summer 1 Life Cycles	Safe Inside and Out	Children will learn: <ul style="list-style-type: none"> • About safe and unsafe situations indoors and outdoors, including online. • That they can ask for help from their special people
Created to Love Others	Keeping Safe	S: My Body, My Rules	Children will learn: <ul style="list-style-type: none"> • To know they are entitled to bodily privacy • That they can and should be open with 'special people' they trust if anything troubles them • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest
		: Feeling Poorly	Pupils will know that: <ul style="list-style-type: none"> • Medicines should only be taken when a parent or doctor gives them to us. • Medicines are not sweets. • We should always try to look after our bodies because God created them and gifted them to us.

		Session 4: People Who Help Us	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • There are lots of jobs designed to help us. • Paramedics help us in a medical emergency. • First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance
Created and Loved By God	Summer 2 Religious Understanding	Session 1: God is Love	<p>Children will learn:</p> <ul style="list-style-type: none"> • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others
		Loving God, Loving Others	<p>Children will learn:</p> <ul style="list-style-type: none"> • What a community is, and that God calls us to live in community with one another • Some Scripture illustrating the importance of living in a community • No matter how small our offerings, they are valuable to God and He can use them for His glory.
Created to Live in Community	Living in the Wider World	Me, You, Us	<p>Children will learn:</p> <ul style="list-style-type: none"> • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. • That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) • About what harms and what improves the world in which they live

