

St. Bernadette's Catholic Primary Voluntary Academy

Relationships and Sex Education Policy

This policy operates in accordance with the teachings of the Catholic Church¹
and our Academy Mission Statement².

This policy was updated in the Summer Term 2018.

¹The teachings of the Catholic Church are detailed in the Catechism of the Catholic Church published by the Catholic Truth Society, London, an Official Publisher to The Holy See.

²The Academy Mission Statement is located on page 2 of this policy, and is displayed in our academy, and on our website.

Patron Saints

Mary, Queen of all Saints, and Saint Joseph her spouse, chosen by God to form the Holy Family for the Child Jesus

We ask and pray for the guiding and sustaining influence and powerful intercession of these holy saints in the implementation of this policy for our academy.

The Holy Family of Jesus, Mary, and Joseph presents to us the most perfect model of family love on Earth. Mary and Joseph were united in holy marriage and by God's grace lived a life of virginal love. From all eternity, Mary was chosen by God the Father to be the Immaculate Conception who would be the Mother to His beloved Son, Jesus; and Joseph was the man chosen by God the Father to be Mary's pure spouse, and the model of His Fatherly Love to the Holy Child Jesus.

For 30 years, Jesus, Mary, and Joseph, lived in the loving embrace of the Holy Family. Mary and Joseph always burned with the most ardent love for Jesus, and their whole lives were employed in living only for Him.

What joy filled their hearts in beholding Jesus, in listening to him, in being with Him. May we imitate Mary and Joseph, by conversing often with Jesus, and by the contemplation of His Goodness and Virtue, and by imitating His holy example, seek always to walk in His footsteps; and so learn how to love God with all our heart, soul, and mind; and to love our neighbour as Jesus loves us.

By kindling the Fire of His Holy Love in our hearts, may we find God and see the face of Jesus in all our relationships: in the relationships we have with our family; our friends; and all in our academy family; in our parish community; and the wider world in which we live; and may we see within each human person the Truth, Goodness, and Beauty, that comes from being a child of God, created in God's image and likeness to radiate His Love.



ST. BERNADETTE'S

CATHOLIC PRIMARY VOLUNTARY ACADEMY

Mission Statement

Jesus said: "I am the Light of the World."

By the Light of Jesus Christ, God reveals to each of us who He is.
God is Love, and His Love is revealed in Truth, Goodness, and Beauty.

God's Love is revealed in His Creation, in our beautiful world, in His Holy Catholic Church, in our families, in our friends, and in every human person, and we welcome all in the Holy Name of Jesus.

At St. Bernadette's, we believe that every child is a precious gift from God to each of our families, created in His own image and likeness so as to radiate His Love, Truth, Goodness, and Beauty.

We believe that every child has been blessed by God's grace to know Him and love Him, and to know of God's infinitely deep and abiding love for each of His children.

We believe that every child has been created to strive for excellence in all aspects of life, and when united in friendship with Jesus, they are empowered to reflect the Light of Christ to the world.

Jesus said: "I am the Way, the Truth, and the Life."

"I have come so that they may have life, and have it to the full."

Jesus is the Way, so let us walk in His footsteps of Love and Friendship, and follow His example of Goodness.

Jesus is the Truth, so let us listen to what He says, believe His teachings, and profess His Gospel.

Jesus is the Life, so let us live by His commandments to love God, and love our neighbour.

When we do these things, Jesus will help us to lead the life He wants us to have, 'and have it to the full'. Just as Jesus said that He is 'the Cornerstone' on which we should build our whole lives, in the same way, our Cornerstone Values, centred on Christ, provide the firm foundation for all that we do in our academy.

Our Cornerstone Values

- 1 **Love** – To love God with all our heart, soul, and mind; and to love our neighbour as Jesus loves us.
- 2 **Virtue and Goodness** – To grow in virtue, becoming more like Jesus in what we think, say, and do. To be well-behaved and well-mannered; courteous and polite; kind and forgiving.
- 3 **Prayer and Service** – To be friends with Jesus through prayer and devotion, liturgy, and worship of God. To live out the Gospel in service of others – family, academy, parish, and the wider community.
- 4 **Radiance** – To enkindle our God-given gifts and talents, so that we may shine like bright stars for all to see.
- 5 **Joy** – To aspire to be happy, cheerful, and healthy; confident yet humble; compassionate and heroic.
- 6 **Wonder** – To be inspired by a spirit of enquiry and wonder, taking delight in creativity and discovery.
- 7 **Excellence** – To strive for excellence, and have high aspirations to work hard and achieve our very best.

Upon entering our academy, children are welcomed into a loving, caring, safe, and nurturing environment, beginning a journey with us through which they will grow and mature, blossom and flourish.

'Striving for excellence in all that we do, reflecting the Light of Christ to the world.'

Our academy motto expresses our commitment to excellence in every aspect of academy life.

We help our families to form their children by providing a well-rounded education, full of challenge and rigour; fun and creativity; excitement and wonder.

We believe that every child is unique and special, created by God for a special reason, with a unique mission – a vocation which God is calling them towards – and we believe that God has blessed each child with the character, gifts, and talents to help them succeed and be happy in their mission.

At St. Bernadette's, it is our honour and our passion to help, support, and encourage each child to fulfil their God-given potential, and ready them to contribute positively to society in service of others.

Walking in footsteps of love with Jesus, following the example of Our Lady of Lourdes and Saint Bernadette, may each child come to know of their special place in God's Heart, and when 'Heart speaks unto heart', may each child have the trust and confidence to pray the words of this prayer by Blessed John Henry Newman:

'God has created me to do Him some definite service.

He has committed some work to me which He has not committed to another.

I have my mission.'



1 Defining Relationships and Sex Education

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

The DfE guidance defines RSE as “lifelong learning about physical, moral, and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love, and care”¹. It is about the development of the pupil’s knowledge and understanding of her/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. The DfE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”².

(The Welsh Assembly Government envisages that effective school RSE programmes help learners to develop skills and knowledge appropriate to their age, understanding, and development, to enable them to make responsible decisions about their relationships, sexual health and well-being.)

¹ Sex and Relationship Education Guidance DfES, 2000

² *ibid*

³ Welsh Assembly Government, *Sex and Relationship Education in Schools*

2 Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. Please see Appendix 1. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS, and sexually transmitted infections. This does not apply to academies).

However, as a Catholic academy, the reasons for our inclusion of RSE go further.

3 Rationale

“I have come that you might have life and have it to the full.”

The Gospel according to John, Chapter 10 verse 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 Wales⁴ and as advocated by the DfE relationships and sex education 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 and support will be provided to help pupils deal with different sets of values.

⁴ Education in Sexuality, Catholic Education Service

4 Values and Virtues

Our programme ‘Journey In Love’ 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 explored and promoted:

- Faithfulness;
- Fruitfulness;
- Chastity;
- Integrity;
- Prudence;
- Mercy;
- Compassion.

5 Aim of Relationships and Sex Education in the context of 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 sex and relationship education 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 to "positive and prudent" sex and relationship education. It is characterised by a whole person, whole school, and developmental approach thus setting it firmly within our distinctively Catholic vision of education and the human person.

Objectives

- To know that they are a unique creation of God and so are able to grow in self-respect, developing a positive attitude to themselves, their feelings and their sexuality
- To understand that self-giving love is central to relationships
- To recognise the importance of forgiveness and saying sorry in relationships
- To understand the reasons for self-respect, and why they should act with respect and responsibility in their relationships
- To reflect on their own relationships recognising those qualities that help relationships grow
- To develop knowledge, communication skills and understanding in order to help personal decision-making
- To act responsibly as an individual and as a member of a group
- To identify and have the confidence to talk about their emotions and how to respond positively to them;
- To communicate a point of view clearly and appropriately and listen to the views of others;
- To take responsibility for oneself and for one's actions;
- To come to understand the influence and impact of the media, Internet, peer groups and develop the ability to assess pressures and respond appropriately;
- To explore and respond appropriately to prejudice and gender stereotyping;
- To think positively about their own body;
- To understand, in ways appropriate to their age and developmental needs, the changes they will undergo including puberty;
- To know the correct vocabulary for external body parts, sexual organs, and menstruation;
- To think positively about other people, adults as well as children;
- To take care of themselves, their health, safety and personal hygiene;
- To know that some diseases are infectious;
- To keep themselves safe and ask for help and support when needed;
- To become aware of good choices and wrong choices and their consequences;
- To make good choices about what to do in particular situations;
- To manage relationships with friends confidently and effectively;
- To develop the ability to form positive, non-exploitative relationships and reject bullying;
- To explore and reflect on their own experience of people who are married;
- To have an understanding of the family, an appreciation of the values of family life and the roles and responsibilities of family members;
- To have an understanding of a family as a spiritual community in which members can grow in faith, hope and love;
- To understand that the difference between male and female is part of God's loving and creative plan;
- To recognise and appreciate the Catholic belief in the importance of marriage for family life and the bringing up of children.

6 Outcomes

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 ensuring that pupils receive clear scientific information as well as covering the law (in secondary schools/academies relating to forced-marriage, female genital mutilation and abortion and legislation relating to equality).

Equality

We will ensure equality by ensuring RSE is sensitive to the different needs of individual pupils 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.

7 Roles and Responsibilities

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.

Headteacher

The Headteacher 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, and other appropriate agencies.

PSHE Subject Leader – Miss Hanly RSE Subject Leader – Mrs. Galvin

The Subject Leader with the Headteacher 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. They are supported by the curriculum deputy and the member of staff with responsibility for child protection.

All Staff

RSE is a whole academy 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 academy. Appropriate training will be made available for all staff teaching RSE. All members of 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.

Parents

Recognising that parents are the primary educators of their children the school will seek to support them in this task. Parents have the right to be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the sex and relationship education programme.

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.

8 Provision of Programme and Organisation

The three aspects of relationship and sex education, 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. (See Appendix 1, attached)

The delivery of Relationships and Sex Education programme takes place during the Summer Term from Early Years, KS1 and KS2 using an agreed programme, 'Journey in Love', put into place Summer Term 2016. This has been agreed by the governors and parents. All staff members can access their year group activities using the book and CD-rom, containing all the information for the year group they are teaching. Parents are invited to attend meetings regarding the Year 5 and Year 6 programme on a yearly basis to view the programme details.

This programme looks very carefully into relationships between humans and how relationships are built up from the simplest forms of life, such as how the world began, plants, fishes, other forms of life and ourselves. Coverage of RSE within our academy blends in well and where applicable, all areas of study are followed in the new National Curriculum 2014.

Class Teacher in RSE

The class teacher's role is crucial in the provision of 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.

The academy supports all teachers, and teaching strategies (particularly for Year 5 and Year 6 pupils) may include:

- establishing ground rules;
- distancing techniques;
- discussion – talking partners/group discussion/sharing opinions;
- reflection;
- sharing experiences;
- active;
- mind mapping;
- film & video;
- group work;
- role-play;
- trigger drawings (child protection/safeguarding/disclosure);
- values clarification.

(See also 'Sex and Relationship Guidance'. DCSF 2000 and Welsh Assembly Government, Sex and Relationship Education in Schools, Circular 019/2010, Cardiff: Welsh Assembly, 2010 for more detail)

Inclusion

The academy aims to make all pupils feel included. We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Pupils with Special Needs

We will ensure that all pupils receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

- All RSE planning and teaching from 'Journey in Love' programme should take differentiation into account, to ensure appropriate pupil access to learning and to maximise their progress of understanding.
- Aspects of PSHE programme, 'JIGSAW' for year two naming body parts only for the topic 'Changing Me'.
- All RSE sessions should take into account the particular requirements for children on the SEND register, as outlined in their IEP's and in accordance with the SEND Policy document.
- Those entitled to pupil premium are given support and effectively monitored.
- Pupils with EAL are given additional support in all aspects of RSE.
- The Equal Opportunities Policy document should be consulted to ensure balanced and fair access to the RSE curriculum for all groups.

Relationship to other policies and initiatives

This RSE policy is to be delivered as part of the PSHE framework and thus contribute to the school's National Healthy School Standard. It includes guidelines about pupil safety and is cross-referenced to the Child Protection/ Safeguarding policy.

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.

Guidelines

The governors recognise that RSE can be a sensitive issue for all concerned and are concerned that teachers' training and support needs are properly provided for. The governors therefore require the school to provide such training and support to all those involved in the RSE programme. This training will cover legislative requirements, Church teaching, the demands of this policy, and the development of appropriate skills to deliver the RSE programme.

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 child protection 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 is a victim of or is at risk of abuse they should follow the school's child protection policy and immediately inform the designated senior member of staff responsible.

Withdrawal

Parents have the right to withdraw their children from RSE excepting those elements that are required by the National Curriculum science orders. However, we will remind parents of the words of the late Cardinal Hume. He expressed some concerns about withdrawing children from sex education lessons. He wondered whether such action might damage the parent-child relationship in terms of confidence and trust, whether it could really inhibit the passing on of information within peer groups and “might well remove one possible means of correcting, or putting in perspective, the uncontrolled information circulating within peer groups.” (Cardinal Basil Hume). We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Parents will be able to examine the programme their children are following and provide additional preparation and information as they wish.

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

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 ‘Sex and Relationship Guidance’. DCSF 2000 and Welsh Assembly Government, *Sex and Relationship Education in Schools, Circular 019/2010*, Cardiff: Welsh Assembly, 2010 for more detail)

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 that are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school’s pastoral care policy.

Safeguarding Procedures

If a teacher has any concerns with the welfare of a particular child then that teacher will make a dated note of their worries and liaise with the nominated Child Protection Officer. Any information obtained will be regarded as strictly confidential and will be passed to staff on a need-to-know basis only. After consultation it is the decision of the Headteacher and Child Protection Officer as to whether the information is forwarded to the relevant body.

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 circumstance they would have to inform others, e.g., parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken.

If there is a suspicion of possible abuse teachers will follow the school's child protection / safeguarding policy.

External Visitors

National Healthy School criteria 1.7 requires schools 'to involve professionals from appropriate external agencies to create specialist team to support the delivery and improve skills and knowledge...'

Our academy will call upon help and guidance from outside agencies and health specialists to deliver aspects of health promotion, in particular RSE within schools where needed. It must be noted, however, that such visits will always complement the current programme and never substitute or replace teacher-led sessions. The delivery must also be in line with the teaching of the Catholic Church.

Benefits of external visitors to RSE

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 'Protocol for Visitors to Catholic Schools'

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.

- Bring a new perspective to a subject;
- Offer specialized knowledge, experience and resources;
- Make the topic less embarrassing because the visitor is a 'safe stranger';
- Form a friendly link to the community and make local services more accessible;
- Add variety to the curriculum;
- Give support to teachers

Monitoring, review and evaluation

The relationship and sex education Subject Leader will monitor the provision and the programme should be reviewed and 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.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. 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 loaded on the school's web site.

Implementation and Review of Policy

The following school documents should be consulted to support the RSE policy:

RE Policy
Assessment, Recording and Reporting Policy
SEND Policy
Equal Opportunities Policy
Safeguarding Policy

Policy Review

The RE Policy should be reviewed and updated every two years.
Date of next review: Summer Term 2020

Appendix 1

RSE coverage within the new National Curriculum 2014 in areas of Science

The delivery of Relationships and Sex Education, takes place during the summer term throughout the academy from Reception, KS1, KS2 covering RSE using the programme, **‘Journey In Love’**. All key stage members have a book and DVD, containing all the information for the year group they are teaching. Upper KS2, years 5 and 6, have the developed programme from Sr. Dorothy covering changes to the body. This programme looks very carefully into relationships between humans and how relationships are built up. From Reception learning about our features and how different we look to one another and how unique we are as individuals, to year 5 learning about their own bodies and how these change to year 6 learning about reproduction. Coverage of RSE within our academy blends in well and where applicable, all areas of study are followed in the new National Curriculum 2014. Each year group has some coverage of science. Overall, and very importantly, understanding that God as our creator, and each session will begin and end with a scripture reading, this is the utmost important factor throughout in our Catholic academy.

The PSHE programme we have in place, ‘Our programme PSHE programme of study, ‘JIGSAW’ produced by ‘The Jan Lever Group. This programme was approved by our Headteacher/governing body and whole staff 2016. The Jan Lever Group from Dorset, comprises three companies dedicated to improving the learning capacity, well-being and life-chances of children and young people. **‘Jigsaw’**, covers naming body parts for year two children in only a part of the topic; ‘Changing Me’, there are other areas in the programme for year groups 1–6 we do not cover, as we use ‘Journey in Love’ and the material from Sr. Dorothy.

Key Stage and Year Group:	RSE Topic title and coverage:	Science Animals including humans Statutory guidance:
<u>Early Years</u> Nursery	<u>Wonder at God’s love.</u> Children begin to know and understand that they are part of the wonder of God’s love and creation.	
Reception	<u>God loves each of us in our uniqueness.</u> Children know and understand that God has made them unique and that although we are all different we are all special to him	

<p><u>Key Stage 1</u></p> <p>Year 1</p>	<p><u>We meet God's love in our family.</u></p> <p>Children know and understand that they are growing and developing as members of their own family and God's family.</p>	<ul style="list-style-type: none"> • Describe and compare the structure of a variety of common animals (fish amphibians, reptiles, birds and mammals, including pets) • Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense
<p>Year 2</p>	<p><u>We meet God's love in the community</u></p> <p>Children know and understand that they are growing and developing in a God-given community.</p>	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance of exercise, eating the right amounts of different types of food and hygiene.
<p><u>Lower Key Stage 2</u></p> <p>Year 3</p>	<p><u>How we live in love.</u></p> <p>Children know and understand the virtues essential to friendship, e.g., responsibility and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.</p>	<p>Plants:</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk/ leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
<p>Year 4</p>	<p><u>God loves us in our differences</u></p> <p>Children know and understand that they are different and celebrate these differences as they appreciate that God's love accepts us as we are and as well as we change.</p>	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use classifications keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things.

<p><u>Upper Key Stage 2</u></p> <p>Year 5</p>	<p><u>God loves me in my changing and development</u></p> <p>Children know and become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in their understanding of God’s presence in their daily lives.</p>	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals.
<p>Year 6</p>	<p><u>The wonder of God’s love in creating new life.</u></p> <p>Children develop in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.</p>	<p>Animals, including humans:</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals. <p>Evolution and inheritance:</p> <ul style="list-style-type: none"> • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.