

# St Vincent De Paul R.C. Primary School, Knutsford

Mission Statement:

*Believe, Trust and Be Ready*

*"That they may have life, and to the full" John 10:10*



## RSE Policy

Policy Date: February 2020

Review Date: February 2023



## **DEFINING RELATIONSHIP AND SEX EDUCATION**

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. It is also about the teaching of sex, sexuality and sexual health”<sup>1</sup>. 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. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

<sup>1</sup> Sex and Relationship Education Guidance, DfEE, 2000

## **STATUTORY CURRICULUM REQUIREMENTS**

The Department for Education states that ‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.’

### **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, 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 and support will be provided to help pupils deal with different sets of values.*

## **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 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 and compassion.*

## 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"<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.*

<sup>3</sup> *Gravissimum Educationis*

### 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 (at an age appropriate level):*

- 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 at an age appropriate level:**

- *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;*
- *the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;*

## **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. (In looking at these questions, it is important to draw links to the school's inclusion policy).*

### **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. See:*

- Equality policy and action plan
- Accessibility plan

### **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.*

*Our programme will cover:*

#### **EYFS and Key Stage 1 (4-7)**

*That humans move, feed, grow, use their senses and reproduce;*

*To name the main external parts of the body;*

*That humans grow from babies into children and then into adults, and that adults can produce babies;*

*To recognise similarities and differences between themselves and other pupils*

#### **Key Stage 2 (7 – 11)**

*That the life processes common to humans and all animals include nutrition, growth and reproduction*

*The main stages of the human life cycle.*

We acknowledge that every area of school life can potentially contribute to RSE as the school, of its very nature operates through positive human relationships. We recognise value and greatly appreciate the contribution made by all members of staff in deepening the quality of our Christian community.

Teachers will use their professional judgement when addressing issues in RSE. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

## **PROGRAMME / RESOURCES**

*Appendices to this policy provide further information about the programme and resources for suggested use. Resources include 'Journey in Love' and 'No outsiders'.*

*Teaching strategies will include:*

- ▮ establishing ground rules*
- ▮ distancing techniques*
- ▮ discuss*
- ▮ reflection*
- ▮ experiential*
- ▮ active*
- ▮ brainstorming*
- ▮ film & video*
- ▮ group work*
- ▮ role-play*
- ▮ values clarification*

## **ASSESSMENT**

A record is kept in teacher's planning of the delivery of RSE. The programme is assessed, monitored and evaluated by the co-ordinator and staff in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an appropriate level for each year group.

## **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 will 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 RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.*

*'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.'* (DfE) *Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept. Good practice is also likely to include the Headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.*

*We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.*

*'The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.*

*If a pupil is excused from sex education, it is our responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.*

*There is no right to withdraw from Relationships Education or Health Education.'* (DfE, June 2019)

## **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 (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). 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 and RSE coordinator.

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 'Protocol for Visitors to Catholic Schools'<sup>4</sup>. 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.*

### **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, also appropriate agencies.*

### **PSHE/RSE Co-ordinator**

The co-ordinator 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 Protocol for Visitors to Catholic Schools, CES, Feb. 2011 provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

### **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 (for example, Bullying policy, Safeguarding Policy etc.)*

*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 Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 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.*

### **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 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*

## **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.*

**By the end of primary school:**

**Families and people who care for me**

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage\* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

**Caring friendships**

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

**Respectful relationships**

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

\*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

## **Online relationships**

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## **Being safe**

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## RSE UNIT OVERVIEW

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<b>You Choose</b> (Nick Sherratt and Pippa Goodheart) <b>LEARNING INTENTION:</b>  1. Say what I think	<b>Elmer</b> (David McKee) <b>LEARNING INTENTION:</b> like the way I am	<b>The Great Big Book of Families</b> (Mary Hoffman and RosAsquith) <b>LEARNING INTENTION:</b> understand what diversity is	<b>Oliver</b> (Birgitta Sif) <b>LEARNING INTENTION:</b> Understand how difference can affect someone	<b>Dogs don't do ballet</b> (Anna Kemp and Sara Ogilvie) <b>LEARNING INTENTION:</b>  2. know when to be assertive	<b>Where the Poppies Now Grow</b> (Hilary Robinson and Martin Impey) <b>LEARNING INTENTION :</b>  3. Learn from our past	<b>My Princess Boy</b> (Cheryl Kilodavis) <b>LI: To Understand the world in which we live in and Promote respect and dialogue. Everyone is loved by God.</b>
<b>Autumn 2</b>	<b>Red Rockets and Rainbow Jelly</b> (Sue Heap and Nick Sherratt) <b>LEARNING INTENTION:</b> Understand that it's OK to be different	<b>Ten Little Pirates</b> (Mike Brownlow and Simon Rickerty) <b>LEARNING INTENTION:</b> play with girls and boys	<b>The First Slodge</b> (Jeanne Willis) <b>LEARNING INTENTION:</b> understand how we share the world	<b>This is our house</b> (Michael Rosen) <b>LEARNING INTENTION:</b> understand what discrimination means	<b>King and King</b> (Linda de Hann) <b>LEARNING INTENTION:</b> understand why people choose to get married	<b>Rose Blanche</b> (IanMc Ewan and Roberto Innocenti) Or <b>How to Steal a Dog</b> (Barbara O Connor) <b>LEARNING INTENTION:</b> Justify my actions	<b>The Whisperer</b> (Nick Butterworth) <b>LEARNING INTENTION:</b> stand up to discrimination
<b>Spring 1</b>	<b>Blue Chameleon</b> (Emily Gravett) <b>LEARNING INTENTION:</b> make friends with someone different	<b>My Grandpa is amazing</b> (Nick Butterworth) <b>LEARNING INTENTION:</b> recognise that people are different ages	<b>The Odd Egg</b> (Emily Gravett) <b>LEARNING INTENTION:</b> understand what makes someone feel proud	<b>TwoMonsters</b> (David McKee) <b>LEARNING INTENTION:</b> understand where some problems come from and I can help find a solution to a problem	<b>The Way Back Home</b> (Oliver Jeffers) <b>LEARNING INTENTION:</b> overcome language as a barrier	<b>How to Heal a Broken Wing</b> (Bob Graham) <b>LEARNING INTENTION:</b> recognise when someone needs help	<b>The Island</b> (Armin Greder) <b>LEARNING INTENTION</b> Challenge the causes of racism

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	<b>The Family Book</b> (Todd Parr) <b>LEARNING INTENTION:</b> Understand that all families are different	<b>Max The Champion</b> (Sean Stockade, Ros Asquith and Alexandra Strick) <b>LEARNING INTENTION:</b> understand that our bodies work in different ways	<b>Just Because</b> (Rebecca Elliot) <b>LEARNING INTENTION:</b> feel proud about being different	<b>The Hueys in the New Jumper</b> (Oliver Jeffers) <b>LEARNING INTENTION:</b> use strategies to help someone who feels different	<b>The Flower</b> (John Light) <b>LEARNING INTENTION :</b> Ask questions	<b>The Artist who painted a Blue Horse</b> (Eric Carle) <b>LEARNING INTENTION:</b> appreciate artistic Freedom	<b>Love you forever</b> (Robert Munsch) <b>LEARNING INTENTION:</b> Consider how my life may change as I grow up
Summer	<b>Mommy Mama and Me</b> (Leslea Newman and Carol Thompson) <b>LEARNING INTENTION:</b> Celebrate my family	<b>My World, Your World</b> (Melanie Walsh) <b>LEARNING INTENTION:</b> understand we share the world with lots of people	<b>Blown Away</b> (Rob Biddulph) <b>LEARNING INTENTION:</b> be able to work with everyone in class)	<b>Beegu</b> (Alexis Deacon) <b>LEARNING INTENTION:</b> be welcoming	<b>Red: A Crayon's Story</b> (Michael Hall) <b>LEARNING INTENTION:</b> be who you want to be	<b>And Tango Makes Three</b> (Justin Richardson and Peter Parnell) <b>OR</b> <b>The One and Only Ivan</b> (Katherine Applegate) <b>LEARNING INTENTION:</b> accept people who are different to me	<b>Dreams of Freedom</b> (Amnesty International) <b>LEARNING INTENTION:</b> Recognise my freedom

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Journey in Love Theme</b>	God loves each of us in our uniqueness	We meet God's love in our family.	We meet God's love in our Community	How we live in love	God loves us in our differences	God Loves me in my changing development	The wonder of God's love in creating new life
<b>Learning</b>	Children know and understand that God has made them unique and that although we are all different we are all special to him	Children know and understand that they are growing and developing as members of their own and God's family	Children know and understand that they are growing and developing in a God- given community	Children know and understand the virtues essential to friendship, e.g. loyalty, responsibility.. and experience the importance both of forgiving and being forgive and of celebrating God's forgiveness.	Children know and understand that they are all difference and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.	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	Children develop in an appropriate way for their age and understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.