

Relationship and Sex Education Policy



Christ the King Catholic Primary School
55 Tollington Park
Islington,
London,
N4 3QW
Tel – 020 7272 5987
Email – admin@ctks.co.uk

Policy Holder	Dee Abbott
Approval level	Curriculum and Standards Committee
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MISSION STATEMENT

- To live together in harmony
- To grow and develop in Christ
- To reflect God's love in all that we do

INTRODUCTION

Our Catholic faith informs all our teaching and we teach within the guidelines of the Catholic Church. The school sought advice from both the Archdiocese of Westminster Education Service and Islington LEA before implementation of the RSE programme in the school. Our programme is grounded within a moral and spiritual framework in order to instil in each child: a sense of their own dignity, a respect for and acceptance of this, together with a sense of responsibility.

Catholic faith has a distinctive understanding of the human person, of the relationships and of the nature of community (Bishops Conference, 1994).

Relationship and Sex Education is seen in Christ the King Catholic Primary School by staff and governors as an important part of a child's development. Children need to develop knowledge and skills and to explore their own, and other's, values in order to make informed choices.

Education in sexuality is about relationships, feeling and behaviour, we therefore support children to explore and appreciate the value of family life and marriage.

We welcome and encourage partnership and cooperation with parents, recognising them as the primary educator of their children.

RSE has been taught at the school since 2007. The Policy is reviewed regularly after careful consultation with parents, staff and governors through meetings and INSET. Staff training is provided to ensure all members of staff are fully aware of our procedures.

The writing of this policy and the implementation of the scheme of work was written in consultation with parents and carers, children, teachers, learning support assistants, teaching assistants, governors, our Religious Education Adviser and the PSHE team at Islington.

Implementation of the policy will take place after consultation with the Governors in the Spring term 2021. This policy will be reviewed every 2 years by the Head teacher, RSE Leader, the Governing Body and Staff. The next review date is Spring 2023

Dissemination:

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Details of the content of the RSE curriculum will also be published on the school's web site.

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". 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." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

In Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”

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.

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” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

This policy helps ensure that the whole school community (parents, staff, governors and pupils) have a shared understanding of this important area of the curriculum.

The aim of the RSE policy is to provide information about what, why and how RSE is taught at Christ the King Catholic Primary School.

The teaching of RSE at Christ the King has been planned using the guidance on the CES Model Curriculum published by the Archdiocese of Westminster Education Service, 2020 and in consultation with the Islington LEA

PSHE Advisors. The writing of this policy and the implementation of the scheme of work was written in consultation with parents and carers, children, teachers, learning support assistants, governors, our Religious Education Adviser and the PSHE team at Islington LEA.

The aim of RSE is to support children in gaining, appropriate to age and ability, accurate knowledge and understanding about sexuality and relationships.

As a Catholic school we aim to teach RSE within the values of the gospel, promoting love, truth, justice, freedom, integrity and reconciliation. RSE has three main elements: -

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

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;
- 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.

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...

PROGRAMME / RESOURCES:

Appendices to this policy provide further information about the programme and resources for suggested use. CES A Model Policy for Relationships and Sex Education 2016 Revised 2020.

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

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 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.

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.

CONTENT OF THE SRE PROGRAMME

What is taught and when?

RSE is taught, within the context of the PSHE Framework and throughout the school as part of the religion and science curriculum.

RSE lessons are taught in each of the following year groups:

- Year 2
- Year 5
- Year 6

We predominately use resources advised by both the WDES and Islington LEA (as well as resources from other sources which complement these).

The learning intentions for each year group are attached in Appendix 1.

Lessons are taught over a period of one week in the Autumn Term. Letters are sent to parents/guardians in advance. This week is timetabled shortly after parent-teacher consultations because we feel this is a good time for parents/guardians to ask the teacher questions.

RESPONSIBILITY FOR TEACHING THE PROGRAMME:

Responsibility for the specific relationships and sex education programme lays with.... (the relevant curriculum staff; this will normally include science, religious education, physical education, RSE 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.

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

Governors:

- ratify 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.

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.

All Staff:

RSE is a whole school concern. 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.

Teachers will be given training and support for delivering the specific RSE lessons. New teachers to the school will be supported by the PSHE co-ordinator and Deputy Headteacher and RE Leader, through training, advice and team teaching.

HOW RSE IS TAUGHT:

RSE is taught using a variety of teaching methods. Classes begin by agreeing a set of ground rules with the pupils to create a safe environment (eg: respecting each other, behaving responsibly and being inclusive). We encourage children to talk about their learning with their parents/carer and not to share learning with younger children. As a Catholic school we follow the teachings of the Church. Teachers do not answer personal questions and follow our school RSE policy closely. Activities are varied and allow for both small and large group discussion. Some lessons will be taught in single sex groups.

Older children will be given the opportunity to ask questions anonymously at the end of lessons. These questions will be answered in the next lesson giving teachers time to consider how to answer them, taking into account what is appropriate or inappropriate in a whole class setting. Teachers can ask the advice of the Headteacher or Deputy Headteacher if they are unsure how to answer or deal with a particular question asked by a child.

Teachers will ensure that children are aware that while most issues can be kept confidential, certain disclosures may need to be passed on to the members of staff responsible for Child Protection, if they consider the child to be at risk. If a discussion raises issues of concern the class teacher will follow the school's child protection procedures.

EQUAL OPPORTUNITIES AND INCLUSION

Teaching of RSE in our school is inclusive for all children. Both boys and girls will be taught the same curriculum in mixed groups and during single sex sessions. Pupils with special needs will have access to the curriculum during lessons with the support of an additional teacher or support assistant.

MONITORING AND EVALUATION:

The RSE Leader 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.

OVERVIEW OF SCHEME OF WORK

The following learning intentions have been developed from the following sources.

- WDES Guidance on Education for Personal Relationships – Sex and Relationships Education (December 2020).
- Religious Education scheme of work through WDS
- DfE Sex and Relationship Education guidance
- PSHE Scheme of Work, Islington LEA

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 a 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 the DfE 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.

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

Overview of the Scheme of Work

Year 2 Learning Intentions

The following learning intentions have been developed from the following sources:

- **WDES Guidance on - Relationships and Sex Education – Revised 2019**
- **DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (Updated July 2020)**
- **Life to the Full – A programme in Relationship Education for Catholic Schools by Ten:Ten Resources (September 2020)**
- **You, Me and PSHE Scheme of Work, Islington Council (September 2020)**

These learning intentions reflect the following specific teaching points set out in the WDES Guidance on - Relationships and Sex Education – Revised 2019

- *Know the correct names for the main external parts of the body – wonder of God’s creation.*
- *Know themselves as male and female, know and understand that humans grow at different rates – created and loved by God.*

Children will learn:

- Pupils learn to understand and respect the differences and similarities between people. *Our bodies are good and we need to look after them; To learn that we are unique, with individual gifts, talents and skills. 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*
- Pupils learn about the biological differences between male and female animals and their role in the life cycle
- Pupils learn the biological differences between male and female children. *That girls and boys have been created by God to be both similar and different and together make up the richness of the human family. To know that they are entitled to bodily privacy;*
- Pupils learn about growing from young to old and that they are growing and changing. *Children will know and appreciate that there are natural life stages from birth to death, and what these are.*
- Pupils learn that everybody needs to be cared for and ways in which they care for others. *What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; 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 we have a duty of care for others and for the world we live in (charity work, recycling etc.);*
- Pupils learn about different types of family and how their home-life is special. *To identify ‘special people’ (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family;*

Year 5 Learning Intentions

The following learning intentions have been developed from the following sources:

- **WDES Guidance on - Relationships and Sex Education – Revised 2019**
- **DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (Updated July 2020)**
- **Life to the Full – A programme in Relationship Education for Catholic Schools by Ten:Ten Resources (September 2020)**
- **You, Me and PSHE Scheme of Work, Islington Council (September 2020)**

These learning intentions reflect the following specific teaching points set out in the WDES Guidance on - Relationships and Sex Education – Revised 2019

- *Value themselves as a child of God and the body as God's gift, understand growth and change and become aware of changing emotions.*
- *Appreciate the wonder of Creation – know and understand physical and emotional changes that come about through puberty and how to deal, in a positive way, with feelings towards themselves and others.*
- *Know the correct names for parts of the body, external and internal, reproductive organs – wonder of God's creation.*

Children will learn:

- *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).*
- *Pupils learn about the way we grow and change throughout the human life cycle. 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; Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community;*
- *Pupils learn the physical changes associated with puberty. Learn what the term puberty means; Learn correct naming of genitalia; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies.*
- *Pupils learn about menstruation and wet dreams. Learn what changes will happen to boys and girls during puberty; 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.*
- *Pupils learn about the impact of puberty on physical hygiene and strategies for managing this. 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.*
- *Pupils learn how puberty affects emotions and behaviour and strategies for dealing with this. 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).*
- *Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it*

Year 6 Learning Intentions

The following learning intentions have been developed from the following sources:

- **WDES Guidance on - Relationships and Sex Education – Revised 2019**
- **DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (Updated July 2020)**
- **Life to the Full – A programme in Relationship Education for Catholic Schools by Ten:Ten Resources (September 2020)**
- **You, Me and PSHE Scheme of Work, Islington Council (September 2020)**

These learning intentions reflect the following specific teaching points set out in the WDES Guidance on - Relationships and Sex Education – Revised 2019

- *Know about the birth of a baby, develop an understanding of the skills and responsibilities of parenthood*
- *Knowledge about sexual intercourse – appreciate that life is a precious gift of God, understanding of a range of expressions of love – valuing and caring for each other.*

Children will learn:

- Pupils learn about the changes that occur during puberty. *That human beings are different to other animals; About the unique growth and development of humans, and the changes that boys and girls 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; That some behaviour is wrong, unacceptable, unhealthy or risky; 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.*
- Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact. *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);*
- Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- Pupils learn about human reproduction in the context of the human life cycle. *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.*
- Pupils learn how a baby is made and grows (conception and pregnancy). *How a baby grows and develops in its mother's womb.*
- Pupils learn about roles and responsibilities of parents and carers. *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).*
- Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it