

# Relationship, Sex and Health Education Policy (RSHE)



## St Vincent's Catholic Primary School

Mission Statement:

*To love, serve and learn as Jesus shows us*

### **DOCUMENT STATUS**

<u>Adopted and implemented by</u> <u>Governors:</u>	<u>Last review:</u>	<u>Next review:</u>
March 2021 following consultation as outlined within the policy	February 2025	February 2026

## **Rationale**

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE/RSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationship, Sex and Health Education (RSHE) will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## **Aim**

St. Vincent's Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE) using the Archdiocesan recommended resource 'Journey In Love' (2020) we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The other aspects of the statutory curriculum intent will be met within 'To Know You More Clearly' (RE), PSHE and Science curricula. (See appendices at end of document: DFE Statutory Relationships and Statutory Science (Appendix 3) and an overview of other resources mapped across each Year Group (Appendix 4))

## **The Purpose**

The aims of Relationship, Sex and Health Education (RSHE) at St. Vincent's Catholic Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## **Statutory Requirements**

At St. Vincent's, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A

The statutory guidance from the Department for Education Equality Act 2010.

## **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Head Teacher and RE / RSHE lead reviewed the policy, referencing DfE statutory guidance and guidance from the Archdiocese of Liverpool.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. (January 2021)
3. Parent/stakeholder consultation – parents and carers were invited to provide feedback on policy and provision for RSHE through an online survey due to COVID-19 restrictions in place at the time of the policy review (February 2021)
4. Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education through activities completed with sample groups of children focussing on what each aspect of the curriculum meant to them, and what they wanted the curriculum to cover (March 2021)
5. Ratification – once amendments were made, the policy was shared with governors and ratified. (March 2021)

## **Definition**

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

## **Curriculum**

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents, Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey in Love' 2020. This includes sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

We have adapted PSHE materials from a number of resources which enable both PSHE and RSHE objectives to be met (see Resources listed below and overviews attached as appendices).

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

## **Delivery of Relationship, Sex and Health Education (RSHE)**

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

## **Equal Opportunities**

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

## **Roles and Responsibility**

### **The Governing Body**

- The governing body will approve the RSHE policy and hold the Executive Headteacher to account for its implementation.

### **The Executive Headteacher and Head of School**

- The Executive Headteacher is responsible for ensuring that RSHE is taught consistently across the school and the Head of School is responsible for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6\* (see right of withdrawal)

### **Staff**

- Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the Head of School.
- Staff are responsible for:
  - Delivering RSHE in a sensitive way which complies with Church teaching.
  - Modelling positive attitudes to RSHE.
  - Monitoring progress.
  - Responding to the needs of individual pupils.
  - Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

### **Pupils**

- Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

## **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the physical aspect within Journey In Love, the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the Head of School. The Head of School will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

## **Monitoring arrangements**

The delivery of RSHE is monitored by the Executive Headteacher, Head of School and RSHE lead by undertaking learning walks, staff and pupil consultations, parent consultation, planning and work scrutiny and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems.

This policy will be agreed annually by the governors and reviewed every year.

## **Resources**

- Journey in love
- My Happy Mind
- Twinkl Money Matters
- E-Bug
- SKcin
- A range of texts to teach The Equalities Act and celebrate difference and diversity across the curriculum
- CAFOD Resources
- St John's Ambulance – KS2 First Aid progression
- CEOP – National Crime Agency Command: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- NSPCC Resources

## **Appendix 1: Primary Relationships Education Statutory Learning Opportunities**

<b><u>Families and people who care for me</u></b>	
That families are important for children growing up because they can give love, security and stability	<ul style="list-style-type: none"> <li>• My Happy Mind: Appreciate</li> <li>• Journey in Love: EYFS / Y1</li> </ul>
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	<ul style="list-style-type: none"> <li>• My Happy Mind: Appreciate</li> <li>• Journey in Love: Y1</li> </ul>
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	<ul style="list-style-type: none"> <li>• Journey in Love: EYFS / Y2 / Y4</li> </ul>
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	<ul style="list-style-type: none"> <li>• My Happy Mind: Appreciate/ Relate</li> <li>• Journey in Love: Y3 / Y4 / Y5 / Y6</li> </ul>
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	<ul style="list-style-type: none"> <li>• Journey in Love: Y6</li> </ul>
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	<ul style="list-style-type: none"> <li>• My Happy Mind: Relate</li> <li>• Journey in Love: Y3</li> </ul>

<b><u>Caring friendships</u></b>	
How important friendships are in making us feel happy and secure, and how people choose and make friends	<ul style="list-style-type: none"> <li>• My Happy Mind: Appreciate/ Relate</li> <li>• Journey in Love: EYFS / Y1 / Y2 / Y3 / Y5 / Y6</li> </ul>
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	<ul style="list-style-type: none"> <li>• My Happy Mind: Relate</li> <li>• Journey in Love: Y3 / Y5 / Y6</li> </ul>
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	<ul style="list-style-type: none"> <li>• My Happy Mind: Appreciate/ Relate</li> <li>• Journey in Love: Y1 / Y2 / Y3 / Y4 / Y5 / Y6</li> </ul>
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	<ul style="list-style-type: none"> <li>• My Happy Mind: Relate</li> <li>• Journey in Love: Y3 / Y4 / Y5 / Y6</li> </ul>
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	<ul style="list-style-type: none"> <li>• My Happy Mind: Relate</li> <li>• Journey in Love: Y1 / Y3 / Y4</li> </ul>

<b><u>Respectful relationships</u></b>	
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	<ul style="list-style-type: none"> <li>• My Happy Mind: Relate</li> <li>• Journey in Love: EYFS / Y1 / Y2 / Y3 / Y4 / Y5 / Y6</li> </ul>
Practical steps they can take in a range of different contexts to improve or support respectful relationships	<ul style="list-style-type: none"> <li>• My Happy Mind: Relate</li> <li>• Journey in Love: Y2 / Y3 / Y4 / Y5 / Y6</li> </ul>
The conventions of courtesy and manners	<ul style="list-style-type: none"> <li>• My Happy Mind: Appreciate/ Relate</li> <li>• Journey in Love: Y1 / Y3 / Y4 / Y5 / Y6</li> </ul>
The importance of self-respect and how this links to their own happiness	<ul style="list-style-type: none"> <li>• My Happy Mind: Celebrate</li> <li>• Journey in Love: Y1 / Y3 / Y4 / Y5 / Y6</li> </ul>
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	<ul style="list-style-type: none"> <li>• My Happy Mind: Relate</li> <li>• Journey in Love: Y2 / Y3 / Y4 / Y5 / Y6</li> </ul>

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	<ul style="list-style-type: none"> <li>• Journey in Love: Y1 / Y2 / Y3 / Y4 / Y5 / Y6</li> <li>• Computing: Y3 / Y4 / Y5 / Y6</li> </ul>
What a stereotype is, and how stereotypes can be unfair, negative or destructive	<ul style="list-style-type: none"> <li>• My Happy Mind: Celebrate</li> <li>• Journey in Love: Y4 / Y5 / Y6</li> </ul>
The importance of permission-seeking and giving in relationships with friends, peers and adults	<ul style="list-style-type: none"> <li>• Journey in Love: Y3 / Y4 / Y5 / Y6</li> </ul>

<b>Online relationships</b>	
That people sometimes behave differently online, including by pretending to be someone they are not	<ul style="list-style-type: none"> <li>• Journey in Love: Y3 / Y6</li> <li>• Computing: Y3 / Y4 / Y5 / Y6</li> </ul>
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	<ul style="list-style-type: none"> <li>• Journey in Love: Y1 / Y3 / Y5 / Y6</li> <li>• Computing: Y3 / Y4 / Y5 / Y6</li> </ul>
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	<ul style="list-style-type: none"> <li>• Journey in Love: Y5 / Y6</li> <li>• Computing: all years</li> </ul>
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	<ul style="list-style-type: none"> <li>• Journey in Love: Y3 / Y5 / Y6</li> <li>• Computing: Y3 / Y4 / Y5 / Y6</li> </ul>
How information and data is shared and used online	<ul style="list-style-type: none"> <li>• Journey in Love: Y6</li> <li>• Computing: all years</li> </ul>

<b>Being safe</b>	
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	<ul style="list-style-type: none"> <li>• Journey in Love: Y1 / Y3 / Y5</li> <li>• NSPCC</li> <li>• Computing: Y3 / Y4 / Y5 / Y6</li> </ul>
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	<ul style="list-style-type: none"> <li>• Journey in Love: Y1 / Y2 / Y4</li> <li>• NSPCC</li> <li>• Computing: Y3 / Y4 / Y5 / Y6</li> </ul>
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	<ul style="list-style-type: none"> <li>• Journey in Love: Y1 / Y5 / Y6</li> <li>• NSPCC</li> </ul>
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	<ul style="list-style-type: none"> <li>• Journey in Love: Y1 / Y3</li> <li>• NSPCC</li> <li>• Computing: Y3 / Y4 / Y5 / Y6</li> </ul>
How to recognise and report feelings of being unsafe or feeling bad about any adult	<ul style="list-style-type: none"> <li>• Journey in Love: EYFS / Y2 / Y3 / Y4 / Y5 / Y6</li> <li>• NSPCC</li> <li>• Computing: all years</li> </ul>
How to ask for advice or help for themselves or others, and to keep trying until they are heard	<ul style="list-style-type: none"> <li>• Journey in Love: EYFS / Y1 / Y2 / Y3 / Y4 / Y5 / Y6</li> <li>• NSPCC</li> <li>• Computing: all years</li> </ul>
How to report concerns or abuse, and the vocabulary and confidence needed to do so	<ul style="list-style-type: none"> <li>• Journey in Love: EYFS / Y2 / Y3 / Y4 / Y5 / Y6</li> <li>• NSPCC</li> <li>• Computing: all years</li> </ul>
Where to get advice from e.g. family, school and/or other sources	<ul style="list-style-type: none"> <li>• Journey in Love: EYFS / Y2 / Y3 / Y4 / Y5 / Y6</li> <li>• NSPCC</li> <li>• Computing: all years</li> </ul>

<b><u>Mental wellbeing</u></b>	
That mental wellbeing is a normal part of daily life, in the same way as physical health	<ul style="list-style-type: none"> <li>• My Happy Mind: Meet your brain</li> </ul>
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	<ul style="list-style-type: none"> <li>• My Happy Mind: Meet your brain</li> </ul>
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	<ul style="list-style-type: none"> <li>• My Happy Mind: Meet your brain</li> </ul>
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	<ul style="list-style-type: none"> <li>• My Happy Mind: Meet your brain</li> </ul>
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	<ul style="list-style-type: none"> <li>• My Happy Mind: Meet your brain</li> </ul>
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	<ul style="list-style-type: none"> <li>• My Happy Mind: Meet your brain</li> </ul>
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	<ul style="list-style-type: none"> <li>• My Happy Mind: Meet your brain</li> </ul>
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	<ul style="list-style-type: none"> <li>• My Happy Mind: Meet your brain</li> </ul>
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	<ul style="list-style-type: none"> <li>• My Happy Mind: Meet your brain</li> </ul>
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	<ul style="list-style-type: none"> <li>• My Happy Mind: Meet your brain</li> </ul>

<b><u>Internet safety and harms</u></b>	
That for most people the internet is an integral part of life and has many benefits	NSPCC Computing: Y1 / Y2
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	NSPCC Computing: Y1 / Y2
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	NSPCC Computing: Y3 / Y4 / Y5 / Y6
Why social media, some computer games and online gaming, for example, are age restricted	NSPCC Computing: Y3 / Y4 / Y5 / Y6
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	NSPCC Computing: Y3 / Y4 / Y5 / Y6
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	NSPCC Computing: Y3 / Y4 / Y5 / Y6
Where and how to report concerns and get support with issues online	NSPCC Computing: all years

<b><u>Physical health and fitness</u></b>	
The characteristics and mental and physical benefits of an active lifestyle	Science: Y2 PE: all years
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	Science: Y2 / Y6 PE: all years
The risks associated with an inactive lifestyle (including obesity)	Science: Y6 PE: all years
How and when to seek support including which adults to speak to in school if they are worried about their health	PE: all years

<b>Healthy eating</b>	
What constitutes a healthy diet (including understanding calories and other nutritional content)	Science: Y2 / Y3 DT: all years
The principles of planning and preparing a range of healthy meals	DT: all years
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Science: Y2 / Y3 / Y4 / Y6

<b>Drugs, alcohol and tobacco</b>	
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Science: Y6

<b>Health and prevention</b>	
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Science: Y6 Meet your Brain
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Science: Y3 SKcin Sun Safety: All years
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Science: Y2/Y3/Y5/Y6 Meet your Brain
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	Science: Y4 E-Bug: All years
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Science: Y2 E-Bug: All years
The facts and science relating to allergies, immunisation and vaccination	Science: Y6 E-bug Y5/6

<b>Basic first aid</b>	
How to make a clear and efficient call to emergency services if necessary	<ul style="list-style-type: none"> <li>St John's Ambulance: Y3 / Y4 / Y4 / Y6</li> </ul>
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	<ul style="list-style-type: none"> <li>St John's Ambulance: Y3 / Y4 / Y4 / Y6</li> </ul>

<b>Changing adolescent body</b>	
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	<ul style="list-style-type: none"> <li>Journey in Love: Y5 / Y6</li> <li>Science: Y5 / Y6</li> </ul>
About menstrual wellbeing including the key facts about the menstrual cycle	<ul style="list-style-type: none"> <li>Journey in Love: Y5 / Y6</li> <li>Science: Y5 / Y6</li> </ul>



## RSHE Domains and Resources used to meet requirements

National Curriculum Domains	<i>My Happy Mind</i>	<i>To know you more clearly (inc. CAFOD resources)</i>	NSPCC	<i>Journey in Love</i>	<i>Twinkl Money Matters</i>	<i>St John's Ambulance</i>	<i>Equality and Diversity texts</i>	PCSO	<i>Focus day / week / Month</i>	PE	<i>SKcin Sun Safety</i>	Science	E-Bug	<i>Design Technology</i>	Computing
Family and people who care for me	✓	✓	✓	✓			✓								
Caring Friendships	✓	✓	✓	✓			✓		✓						
Respectful relationships	✓	✓	✓	✓			✓	✓	✓						
Online Relationships			✓	✓				✓	✓						✓
Being Safe	✓		✓	✓				✓	✓						✓
Mental Wellbeing	✓								✓	✓					
Internet safety and harms			✓					✓	✓						✓
Physical Health and Fitness										✓					
Healthy Eating												✓		✓	
Drugs, Alcohol and tobacco												✓			
Health and Prevention											✓	✓	✓		
Basic First Aid						✓									
Changing Adolescent Body				✓								✓			
Financial awareness <i>(non-statutory)</i>					✓				✓						

### **Appendix 3: Statutory Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

#### **In Key Stage 1, children learn:**

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

#### **In Key Stage 2, children learn:**

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

