



Hartshorne CE Primary School & Governor Run Nursery

PSHE including RSE Policy

We are a learning family, inspiration at our heart.
Inspired by our Christian values of friendship, compassion, creativity,
trust, respect and responsibility to live life in all its fullness.
Family, showing God's love for one another to help us reach our full
potential.
Learning continually and encouraging one another.
School, parents and governors.

Contents:

Statement of intent

1. Legal framework
2. Key roles and responsibilities
3. Aims of the PSHE curriculum
4. Teaching methods and learning style
5. Timetabling and cross-faculty involvement
6. Safeguarding, reports of abuse and confidentiality
7. Tailoring PSHE
8. KS1 and 2 programmes of study Assessment
9. Monitoring and review

Statement of intent

Hartshorne CE Primary & Governor Run Nursery believes that a strong PSHE and RSE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a family feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude. We regularly promote a "Glass half full," attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE and RSE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's website where it will be available to read and download.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Packed Lunch and Healthy Eating Policy

2. Key roles and responsibilities

- 2.1. The governing board has overall responsibility for the implementation of the PSHE and RSE policy and curriculum.
- 2.2. The governing board has overall responsibility for ensuring that the PSHE and RSE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3. The headteacher has overall responsibility for reviewing the PSHE and RSE Policy annually.
- 2.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.5. The headteacher will be responsible for the day-to-day implementation and management of the PSHE and RSE Policy.
- 2.6. The PSHE and RSE subject leader (Mrs Layhe-Humphreys) is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE and RSE education that achieves the aims laid out in this policy.
- 2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- 2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- 2.9. The school ensures that pupils are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions.

3. Aims of the PSHE and RSE curriculum

3.1 In EYFS RSE and PHSE comprises of the following through PSED:

In the Early Years we support our children to learn about the fundamental building blocks of positive relationships beginning with our friendships and our family relationships. We play alongside our children supporting them to take turns and treat each other with kindness, consideration and respect as well as the importance of honesty and truthfulness.

Throughout our Early Years curriculum for Nursery and Reception children we teach the children in an age-appropriate way about respect, boundaries, trust, healthy relationships, different types of families, online safety, self-regulation, life cycles, emotions and well-being.

In addition, the Early Years team also promote the good health, including the oral health, of children attending the setting by supporting children to develop their physical skills indoors and outdoors, the importance of toothbrushing, taking care of their bodies and routines of good hygiene.

3.2. Pupils in KS1 and KS2 will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect others' right to do the same.

3.3. Some pupils with SEND may need to be mentally and emotionally prepared before the lessons using visual timetables and pre-discussions.

- For some pupils with SEND, it may be necessary to repeat parts of the lesson on a 1:1 or small group level.
- It is important that ground rules be established for pupils with SEND- to build a safe environment which encourages pupils to express their thoughts appropriately.
- Pupils with SEND need to feel class is a safe space where their feelings can be expressed without fear of ridicule or judgement.

4. Teaching methods and learning styles

A range of teaching and learning styles are used to teach PSHE and RSE.

4.1 Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

4.2 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

No crude language.

No raised voices/shouting.

No talking over people.

Show respect for another's views, even when disagreeing with them.

Keep comments subject-specific, as opposed to personal.

4.3 Pupils learn research and study techniques and can engage in investigations and problem-solving activities.

4.4 All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as collective worship and open evenings.

4.5 The school may use visiting speakers, such as health workers, NSPCC and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4.6 Pupils' questions, unless inappropriate, are answered respectfully by teachers.

5. Timetabling and cross-curricula involvement

- 5.1. The school uses direct teaching via timetabled lessons as well as blocked sessions.
- 5.2 PSHE and RSE are taught in discrete curriculum time as a question based approach.
- 5.3 The school ensures cross-curricular learning wherever possible and will make all possible links to PSHE and RSE whenever the opportunity arises.
- 5.4 There is an element of PSHE and RSE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying and HBT).
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
- Sexting
- Initiation/hazing type violence and rituals.

6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

6.3. If staff have concerns regarding a child who may be at risk of or suffering from 'honour based' violence (HBV) including forced marriage, they will speak to the DSL (or DDSL). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

6.4. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse.

Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or DDSL) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

- 6.5. The school will involve the DSL (or DDSL) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 6.6. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- 6.7. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- 6.8. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

7. Tailoring PSHE and RSE

- 7.1. The school uses discussions and other activities during initial PSHE and RSE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE and RSE educational provision.
- 7.4. All pupils with SEND receive PSHE and RSE education, with content and delivery tailored to meet their individual needs.
- 7.5. The school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's Primary Relationships and Health Education Policy.

8. KS1 and 2 programmes of study

The PSHE programme of study will cover the following topics:

Families and people who care for me

8.1. Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide 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 others' families within the school or in the wider world may look different from their own, but those differences should be respected, 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 growing up
- That marriage represents a formal and legally recognised commitment between two people which is meant 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

8.2. Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, such as 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 and excluded
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right

- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

8.3. Pupils will be taught the following:

- The importance of respecting others, even when they differ 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/support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority
- About different types of bullying (including cyberbullying and HBT), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how these can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

8.4. Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)
- The rules and principles for keeping safe online, recognising 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

8.5. Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know
- How to recognise and report feeling bad or unsafe around an adult
- How to ask for advice or help for themselves or others, and to persist until heard
- How to report concerns or abuse, and the vocabulary needed to do so
- Where to get advice, e.g. family, school, other sources

Mental wellbeing

8.6. Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests
- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying and HBT) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

8.7. Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits
- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- 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
- Why social media, some computer games and online gaming, etc. are age restricted
- 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

- How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted
- Where and how to report concerns and get support concerning issues online

Physical health and fitness

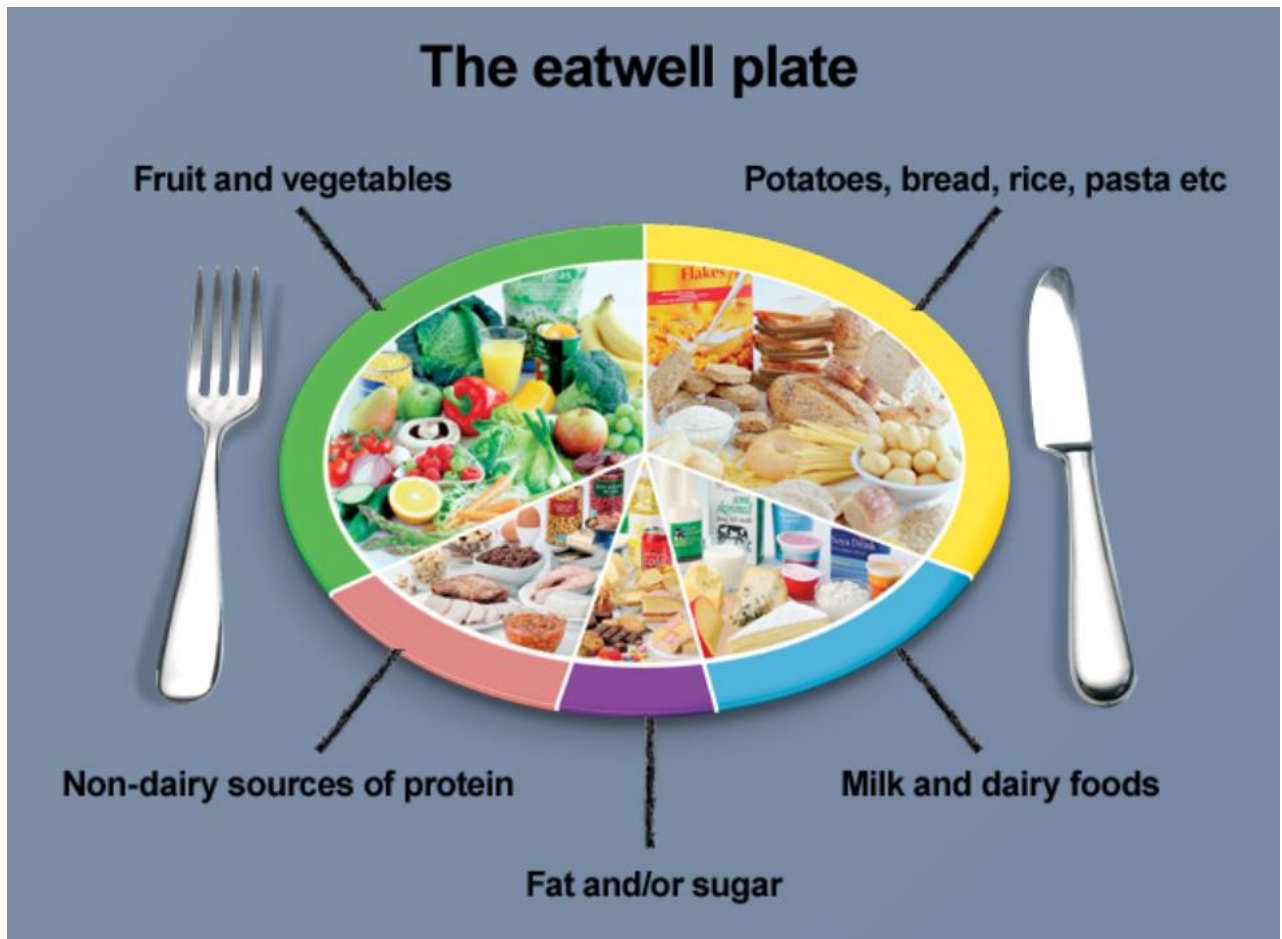
8.8. Pupils will be taught the following:

- The characteristics and mental/ physical benefits of leading an active lifestyle
- The importance of including 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
- The risks associated with leading an inactive lifestyle (including obesity)
- How and when to seek support, such as which adults to speak to in school if they have health concerns

Healthy eating

8.9. Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning/preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)
- The Eatwell plate will be used in lessons including science to promote healthy eating



Drugs, alcohol and tobacco

8.10. Pupils will be taught the following:

- The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

8.11. Pupils will be taught the following:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn

- About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and science relating to allergies, immunisation and vaccination

Basic first aid

8.12. Pupils will be taught the following:

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent body

8.13. Pupils will be taught the following:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing and key facts concerning the menstrual cycle

Economic wellbeing and being a responsible citizen

8.14. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)
- That they belong to various groups and communities such as family and school
- What improves and harms their local, natural and built environments and about some of the ways people look after them

- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To know that there are some cultural practices which are against British law and universal human rights, such as FGM
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To consider the lives of people living in other places, and people with different values and customs

- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- About enterprise and the skills that make someone 'enterprising'
- To explore and critique how the media present information

At Hartshorne CE Primary School & Governor Run Nursery we promote gender equality and we will challenge discrimination.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow Year A Sep 2020 Sep 2022 Sep 2024 Year B Sep 2021 Sep 2023 Sep 2025	What is the same and different about us?	What is bullying?	What helps us stay healthy?	What helps us to stay safe?	Who helps to keep us safe?	How do we recognise our feelings?
Oak Year A Sep 2020 Sep 2022 Sep 2024 Year B Sep 2021 Sep 2023 Sep 2025	What makes a good friend?	Who is special to us?	What jobs do people do?	What can we do with money?	What helps us grow and stay healthy?	How can we look after each other and the world?
Pine Year A Sep 2020 Sep 2022 Sep 2024 Year B Sep 2021 Sep 2023 Sep 2025	How can we be a good friend?	How do we treat each other with respect?	What are families like?	How will we grow and change?	Why should we eat well and look after our teeth?	How can we manage risk in different places?
	What strengths, skills and interests do we have?	What keeps us safe?	How can we manage our feelings?	What makes a community?	How can our choices make a difference to others and the environment?	Why should we keep active and sleep well?
	What makes up a person's identity?	What decisions can people make with money?	How can the media influence people?		How can drugs common to everyday life affect health?	What jobs would we like?
	How can we keep healthy as we grow?		How can we help in an accident or emergency?	How can friends communicate safely?	What will change as we become more independent? How do friendships change as we grow?	

Relationships

Living in the Wider World

Health & Wellbeing

9. Assessment

- 9.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 9.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

10. Monitoring and review

10.1. This policy will be reviewed by the headteacher on an annual basis.









10.2. Any changes to this policy will be communicated to all staff and other interested parties.

10.3. The next scheduled review date for this policy is September 2022

Hartshorne CE Primary School & Governor Run Nursery Scientific Vocabulary used in RSHE Lessons

EYFS	KS1	LKS2	UKS2
Washing	Washing	As Previous	As Previous
Body	Body	LGBT+	LGBT+
Different/same (different families, same love)	Different/same (different families, same love)	Different/same (different families, same love)	Different/same (different families, same love)
Nipples	Nipples	Transgender	Erection
Twins/Triplets	Twins/Triplets	Heterosexual/Homosexual	Scrotum
Sweat/Sweaty	Sweat/Sweaty	Puberty	Bi-sexual
Life-cycle	Life-cycle	Foreskin	Fertilisation
Private Parts	Private Parts	Reproduction	Condom
Penis	Penis	Hormones	Contraception
Vagina	Vagina	Period	FGM
Bottom	Bottom	Bra	Clitoris
Girl/Boy	Girl/Boy	Spots/Acne	Fallopian Tubes
Male/Female	Male/Female	Hygiene	Sexual Intercourse
Pregnant	Pregnant	Umbilical Cord	Conception
Egg	Egg	Consent	Semen
Gay	Gay	Emotions	Erection
Love	Love	Sperm	Ovulation
	Breasts/Breast Milk	Ovary	Labia
		Pubic Hair	Cervix
			Anus
			Wet Dream
			Masturbation
			Sexual Relationship
			Embryo
			Foetus

RSE rooted in the theology of Understanding Christianity

		Kingdom of God 		Salvation 		Gospel 		Incarnation 		People of God 		Fall 		Creation 		God 	
Key Concept		Faithful		Forgiven		Included		Worthy		Expansive		Frail		Created		Eternal	
Theology in relation to RSE		We can stay faithful to God and others; continually sharing and building love and unity. Based on truth, repentance and prayerfulness		We can be reunited in love and brought back to union, with others and with God. If we say sorry and change our ways we can be reconciled		Jesus shares his love, healing and message. He comes to the lost and the last; he includes them, brings good news and empowers them.		God comes & dwells within the lowliest of humanity		God is faithful & keeps reaching out God keeps believing in & giving messages to some quite surprising people		All are tempted and make mistakes We are all frail and vulnerable. We can be selfish and weak		Made in the image of God Everyone is unique and wonderfully made		Before anything, there was God. Loving God as the trinity. All are invited into the never ending love	
Physical and mental health education: Learning to love ourselves (Matthew 19:19)		Staying faithful to ourselves, not despairing. Staying faithful to others and helping them even when it is tricky. Seeking out, appreciating and drawing on the faithfulness of others and the communities around us		Forgiving ourselves for our destructive behaviours towards self and others; continually accepting we can start again. Learning to receive grace so we can be at peace with ourselves, to nurture and take care of the gift of ourselves and others		Everyone is of worth, is loved, and should not be left out. We are part of an all accepting community		We are worthy of understanding and appreciation. We need to protect ourselves from our own behaviours and those of others that might tell us we are not worthy of love		Even the most unlikely persons capable of good health and self-care and protection of others		We are all frail (physically and mentally) – that's ok. How can we protect our frailty and look after ourselves? We are continually offered other ways and called into higher honouring of ourselves		Made in the image of God. We are sacred and therefore worthy of protecting and looking after.		There has always been love and always will be. We are invited into understanding ourselves as part of a dynamic of never-ending love	
Relationships education: Learning to love our neighbours (Matthew 19:19)		Faithfulness of love over time – which keeps on enjoying, forgiving, helping and being alongside – is a huge benefit in life. We should work to appreciate it when we experience it and try to be faithful to others in all our friendships and family relationships. (Sometimes a bond can be broken irreparably or a separation can be necessary for self-protection or to protect other people from our behaviour)		We may do things that are selfish, thoughtless or even wilfully harmful to another person. If we examine our behaviour and see how it has affected the other person and explain how we will change, then the person we have harmed may forgive us. Christians believe if you say sorry to God and try to make amends, God will always forgive you. There is a chance for a way back and for reconciliation in most cases		We need to know that we are included in a community that won't leave us out and make us feel less than. We need to ensure we don't bully or stereotype anyone else for any reason and that we won't be a bystander whilst others are bullied or mistreated		We are of ultimate worth and so we need to ensure we have our eyes opened to make sure we are not harmed. We need to know how to protect ourselves. We also need to ensure that we do not harm or abuse others and continually recognise their ultimate worth too.		We need to appreciate that there are many different ways of being a human and appreciate and enjoy that diversity. No one should be left out and we should work towards having an attitude that can have relationships with lots of different people and be enriched like that		We all fall short and sometimes treat others badly. None of us are perfect. Other people will let us down and reveal their weaknesses too. There may be consequences to our less than perfect behaviours. We are called away from this behaviour into a more holy way of living.		All are made in the image of God so all human interactions should honour the sacredness of the other person. This stands against people being made into objects or being used. We are not consumers of others and we should not seek to make others or ourselves into commodities		Whatever may happen in our relationships, we may fall out or lose people. There is a trustworthy flow of love that can keep us going and give us hope. This love cannot be destroyed by anything	
Sex education: Learning to love a partner (Matthew 19:19)		We should acknowledge our flaws and selfishness, be aware of our impact on our partner and be quick to say sorry and make amends. We should work for forgiveness and peace. We should seek to forgive and make up with the other person when they wrong us – unless to do so would harm ourselves or others		Both people should ensure that the other feels they are especially chosen as their partner. We need to communicate the other's specialness in a way that they can appreciate regularly. We need to ensure we always build up the other person and help them flourish. If children should result from this union then their nurturing and sensitive upbringing must be a priority		We are unique and worthy of being cherished. We will protect ourselves from habits or carelessness that diminish our no to intimacy or sex until it is right. We will seek to ensure the other person feels their worth and seek to delight in them and cherish them		We should try not to control or limit the other person. We will allow them to be who they are without manipulation or conditionality. We will challenge ourselves to be expansive in love		We may make mistakes, take a person for granted or develop habits that do not take care of the other person. We may be selfish and choose another person or activity and think of the needs of our partner		Within intimate 1-2-1 relationships, we will work to cultivate amazement in the wonder of creation that is the other person. There will be a special noticing of the other as bearing God's image. We are privileged to be able to create life and have responsibility for the nurture of new life as parents		We will aim to grow in a depth of secure love. We may draw on support from God to keep loving throughout our shared days and beyond			