



# Relationships & Sexual Education (RSE) Policy

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Renewal date: December 2021  
Due for Review: December 2024

**UNCRC :** - All children have the:  
-Right to have his/her welfare considered paramount in all decisions taken about him/her Article 3:  
-Right to be heard Article 12:  
-Right to be protected from abuse and neglect

## Our RSE Policy Statement:

In Whiteabbey Primary School our school ethos is 'Your best is good enough' and we aim to fulfil this as a controlled school established in statute as a school with a Christian focus. The welfare of each child is at the heart of everything we do. In our school and wider learning community the development of the whole child intellectually, socially, physically, spiritually and morally is at the foundation of our whole learning environment. We develop attitudes and values based firmly on Christian belief in order that our children may realise their full potential and have an appreciation of their self – worth and the worth of others.

- (ii) After consultation with staff in 2017/18 it was felt that better provision must be made for the teaching of RSE.
- (ii) Given the current social media climate and culture, where children have the opportunity to be misinformed about sexuality, RSE has been introduced in Personal Development and Mutual Understanding (PDMU) lessons. Through RSE and other relevant areas of the curriculum, we endeavour to equip, form and prepare children for life in a moral and spiritual context, enabling them to make positive responsible choices about themselves and the way they live their lives.
- (iii) RSE is taught primarily through Religious Education (RE) and PDMU whilst linking with other subject areas such as Health Education, PE and World Around Us. It attempts to address the current trends in sexual activity, albeit in a progressive and sensitive manner according to the age of the children.
- (iv) The DENI states that RSE is included on a statutory basis within the NI Curriculum, particularly through PDMU & Religion, The World Around Us and Safeguarding and other spheres of influence. RSE must be taught in harmony with the ethos and values of the school. RSE is not value free and has family and marriage at its heart. This RSE policy will work in unison with Pastoral Care, Safeguarding, Intimate Care, Period Dignity, Health Education, World Around Us and Child Protection policies.
- (v) After consultation with staff we decided to keep our options open when it came to the teaching of RSE. It was recognised that staff might want to vary their teaching methods in this area. As a result, teaching will take place as a whole class and when it is deemed appropriate boys and girls will be separated to ensure equal opportunities of access and relevance for all. However, each gender shall receive the same curriculum content even if delivered in separate groups.

## **Definitions:**

### (i) Relationships and Sexuality Education

As the title suggests there is an intricate entwining between relationships and sexuality, which is a life long process. The process involves the whole person in terms of belief, corresponding values and relationships in the personal and social domain. Skills, attitudes and parental influence are crucial. Sexuality impacts upon the physical, spiritual, social, psychological and cultural aspects of the human person. This gift of sexuality shapes and crafts relationships through the qualities of love, respect and future new life.

- (iii) **Morals:** is essentially linked with behaviour and what we actually do. It is also directly connected with experience and faith.

**Ethic(s):** refers to a systematic structure such as that taught in the Bible which creates a particular lifestyle with corresponding and inherent values.

**Value:** The characteristics of good moral behaviour e.g. respect for self, honesty with self and others.

**Personal:** Morality by its nature is personal but also public or social. It is about what we do every day and through example. The ethos of our school is concerned and linked with the morality of the Christian faith.

## **Aims of RSE:**

- To help young people recognise their worth and dignity as children of God.
- To help young people to appreciate their uniqueness and full potential as human beings.
- To enable young people to appreciate sexuality as a gift from God.
- To foster the growth of values which impact on moral behaviour personally and socially.
- To develop a respect for difference, gender and race.
- To encourage and promote a deep respect for women and men within the context of the school among staff, pupils and parents.

## **Specific Issues That May Arise:**

### A) The Status of the Family:

The model of family life and marriage remain at the centre of the RSE policy, particularly as it is taught through Religious Education while linking up with other curricular disciplines. There is also an inherent sensitivity to the social change and family make-up today.

### B) Value of a Life:

Life from the very moment of conception is sacred and this tenant of belief is reflected in RSE and based upon moral and spiritual principles.

### C) Confidentiality:

- The child's right to privacy must be respected at all times by both the teacher and all other pupils in the class. A key rule to agree in advance of any discussion is that "no one will be expected to ask or answer any personal questions".
- Teachers must not promise confidentiality. A child does not have the right to expect that incidents in the classroom or in the wider context of the school will not be reported.

- The principal, designated teacher or deputy designated teacher must be informed of any disclosures, which might suggest that a pupil is at risk or that physical or sexual abuse is suspected.

**D) Heterosexual relationships** will be presented as the main context for sexual intimacy however, all children have the right to learn in a safe environment, to be treated with respect and dignity and not be treated any less favorably, or isolated in any way on the grounds of their actual or perceived sexual orientation. Children have the right to hold different views/lifestyles. This will be promoted in line with the school ethos. Antagonism/bullying or other forms of abuse against children on the grounds of their sexual orientation will not be tolerated by the school.

**E) Withdrawal from class and supervision:**

The DENI Circular 2001 clearly stipulates the right to withdraw from RE and children can be withdrawn from class by parents over the area of RSE, particularly if taught through RE. This may mean the child going to another class for the duration of the lesson.

**F) Emotional and Physical Changes:**

Emotional and pubertal changes are caused by hormonal activity; this is revealed in the influence of peers and going through such change, relations with parents can diverge with an increase in communication difficulties. Children can begin to view themselves in an adult world and yet are very much children. Bodily changes are intricately linked with emotional changes. The school must therefore address these issues in a comfortable, non-threatening manner with effective resources.

### **The Programme:**

(a) Time:

Time factor for RSE is limited given the fact that other areas of the curriculum cover much of the required work. In Primary 6 and Primary 7 there is a much more concentrated time factor of approximately 3 - 4 weeks in the context of PDMU/RE.

(b) Special Educational Needs:

Special Needs children need to be continually kept in mind especially with the teaching of RSE as the planned resource material may need to be well broken down and re-interpreted.

(c) Awkward Questions:

- Requires the professionalism of the teacher.
- Reference to parents.
- Question box advocated allowing time for teacher and parent consultation

(d) RSE specific for boys & girls:

It is important that within the RSE programme activities are included to allow boys and girls to talk about their interests, concerns and feelings. Opportunities for children to discuss specific topics in single gender groups may be provided.

(e) Terminology:

Use of proper biological terms and language is vital and when these terms are placed in the context of respect and self-respect then their essence is understood.

(f) The use of the expertise of health agencies and Individuals:

The pre-puberty activities which the health agency undertakes should complement the ongoing RSE curriculum. Pupils should be prepared for the visit, a suitable room should be allocated, the session should be uninterrupted and follow-up activities should be undertaken by the class teacher if required.

## Implementation:

### a) Monitoring and Evaluating:

- i) The PDMU Co-ordinator in conjunction with the RE Co-ordinator will be involved in monitoring and evaluating throughout the process; on individual lessons, the actual programme, staff feedback, pupil feedback and parental views.
- ii) The aims as listed in the policy will be at the forefront of any monitoring and evaluation to ascertain if they are being achieved.
- iii) Evaluating lessons- Written evaluation should be kept whenever possible.
- iv) Evidence of pupils' learning might include:
  - a. Feedback from staff and pupil evaluations.
  - b. Questionnaires may be created in order to gain feedback
  - c. From pupils and parents particularly in Key Stage 2.

### b) Staff Training:

Safeguarding training will be provided annually for staff by management. School follows NSPCC guidance as part of their Keeping Safe PANTS project. Additional support will be sought if available. There will be a need to crystallize a strategy for formation using teamwork and tapping into positive practice and teachers who have had positive experience of teaching the area.

### c) Roles and responsibilities:

#### **1 Board of Governors**

- i. Collaboration with Teachers and Parents.
- ii. Examine and approve policy.
- iii. Review policy.

#### **2 Principal**

- i. Communication.
- ii. Consultation with Governors, Staff, Parents, Health Professionals and other community representatives.

#### **3 PDMU Co-ordinator:**

- i. Draft and review policy document
- ii. Seek ratification from Board of Governors.

#### **4 Parents**

- i. In Whiteabbey Primary School we recognise that parents are the primary educators of their child. A copy of the policy is readily available for parents to consult at any time. No school programme can be a substitute for the role of parents in educating for love. We aim to build on the foundations laid by them so we have included links with parents in many lessons.

#### **5 Teaching Staff**

- i. Participate in RSE & Safeguarding Training.
- ii. Planning and implementation of RSE.

#### **6 Reluctant Teachers**

- i. It is better that the programme is taught by some one who is positive and enthusiastic.

d) The Programme:

- i) The programme followed is the NSPCC PANTS/Keeping Safe Programme supported by our interpretation of CCEA RSE materials within the ethos of our school.
- ii) Currently RSE will be linked and taught through PDMU/Religious Education while linking up with other areas of our curriculum such as World Around Us etc.
- iii) Who teaches it? This involves our teachers in the context of the classroom with the assistance of outside agencies like Hope 4 Life.
- iv) Letting the wider community know: Meeting parents, meeting parents with their children, policy and programme being made available in school for inspection.

v)

**RSE and WAU Curriculum**

RSE will be taught alongside the current Science element of World Around Us.

Foundation Stage	Key Stage 1	Key Stage 2
<p><b>World Around Us-Science</b></p> <ul style="list-style-type: none"> <li>• to recognise and name parts of the body</li> <li>• about the main stages in human development</li> <li>• to be aware of some of the similarities and differences between themselves and other children</li> <li>• that living things need food and water to keep them alive.</li> <li>• how people grow and change that people and places change;</li> </ul>	<p><b>World Around U -Science</b></p> <ul style="list-style-type: none"> <li>• how living things grow and change (S&amp;T)</li> <li>• how people and places have changed over time (H)</li> <li>• how we grow, move and use our senses (S&amp;T)</li> </ul>	<p><b>World Around Us-Science</b></p> <ul style="list-style-type: none"> <li>• how lifestyle choices can affect the health of themselves and others (S&amp;T)</li> <li>• about the variety of living things and the conditions necessary for their growth and survival (S&amp;T)</li> <li>• how people used to live, including roles and responsibilities in society, and how this has shaped our lives today (H)</li> <li>• about the position of the major organs in the body and their importance for life (S&amp;T)</li> <li>• the conditions necessary for life in a variety of places (S&amp;T)</li> <li>• to understand the importance of developing a healthy lifestyle (S&amp;T)</li> </ul>

## RSE and the Core Syllabus for Religious Education

RSE will be taught alongside current guidance from DENI on the Core Syllabus for Religious Education under the context of Morality. Parents do have the right to withdraw their child/children from these lessons.

<p><b>Respect for Self</b> Teachers should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> <li>• Recognise that each one is unique and special</li> <li>• Recognise that they are loved and respected</li> <li>• Recognise that they need to care for their bodies</li> </ul> <p><b>Respect for each other</b> Teachers should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> <li>• Recognise the value of co operation, sharing, helping others, being honest</li> <li>• Examine attitudes and behaviour towards other people</li> </ul>	<p><b>Respect for Self</b> Teachers should provide further opportunities for pupils to:</p> <ul style="list-style-type: none"> <li>• Deepen their understanding that each one of them has been given gifts and talents that make him or her unique</li> <li>• Understand that because they are loved, valued and respected as unique individuals, they should respect the dignity of their own bodies</li> </ul> <p><b>Respect for each other</b> Teachers should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> <li>• Recognise the value of being members of their families, their class and their school community</li> <li>• Examine practical ways by which they can make positive contributions to their families, school and wider community by showing respect for others and their possessions.</li> </ul>	<p><b>Respect for self</b> Teachers should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> <li>• Recognise that they are loved and respected as individuals</li> <li>• Consider their growth and development in mind and body</li> <li>• Develop their own physical, spiritual, moral, emotional and social skills</li> <li>• Further develop positive attitudes towards their talents, qualities and values</li> <li>• Begin to recognise and accept their own limitations</li> <li>• Be aware of the harmful effects of non-prescribed drugs and substances</li> </ul> <p><b>Respect for each other</b> Teachers should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> <li>• Explore and experience the values which help to build community</li> <li>• Identify the various groupings to which they belong</li> <li>• Be aware of and have respect for differing cultures and faiths</li> </ul>
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## The RSE Programme in Primary Schools

Teachers should ensure that pupils are enabled to develop knowledge, understanding and skills in developing:

- Self – awareness
- Feelings and emotions
- Learning to learn
- Health, growth and change
- Safety
- Relationships
- Rules, rights and responsibilities
- Managing conflict
- Similarities and differences
- Learning to live as members of the community

Children at Whiteabbey Primary School will also develop their sensitivity and tolerance towards others through:

- Core Syllabus for Religious Education in Northern Ireland
- Circle Time
- Thinking Skills and Personal Capabilities

<b>Theme 1 : Self Awareness</b>		
<b>Foundation Stage</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
Strand 1  <b>themselves and their personal attributes.</b> <ul style="list-style-type: none"> <li>• Explore who they are.</li> <li>• Recognise what they can do.</li> <li>• Identify their favourite things.</li> <li>• Recognise what makes them special.</li> </ul>	Strands 1 and 2  <b>their self-esteem and self-confidence.</b> <ul style="list-style-type: none"> <li>• Feel positive about themselves, and develop an understanding of their self-esteem and confidence.</li> <li>• Become aware of their strengths, abilities, qualities, achievements, personal preferences and goals.</li> </ul>	Strands 1 and 2  <b>their self- esteem, selfconfidence and how they develop as individuals.</b> <ul style="list-style-type: none"> <li>• Develop self-awareness, self-respect and self esteem.</li> <li>• Know how to confidently express their own views and opinions in unfamiliar circumstances.</li> <li>• Identify current strengths and weaknesses.</li> <li>• Face problems, trying to resolve and learn from them.</li> <li>• Recognise how responsibilities change as they become older and more independent.</li> <li>• Explore and examine what influences their views, feelings and behaviour.</li> </ul>

<b>Theme 2 : Feelings and Emotions</b>		
<b>Foundation Stage</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
Strand 1  <b>their own and others' feelings and emotions.</b> <ul style="list-style-type: none"> <li>• Begin to recognise how they feel.</li> <li>• Develop ways of expressing how they feel.</li> <li>• Know what to do if they feel sad, lonely, afraid or angry and when it is important to tell others about their feelings.</li> <li>• Realise what makes their friends feel happy or sad.</li> <li>• Recognise how other people feel when they are happy, sad, angry or lonely.</li> </ul>	Strands 1 and 2  <b>their own and other's feelings and emotions and how their actions affect others.</b> <ul style="list-style-type: none"> <li>• Begin to recognise, name and manage their feelings and emotions and realise that they are a natural, important and healthy part of being human.</li> <li>• Begin to recognise and manage the effects of strong feelings such as anger, sadness or loss.</li> </ul>	Strands 1 and 2  <b>their management of a range of feelings and emotions and the feelings and emotions of others.</b> <ul style="list-style-type: none"> <li>• Examine and explore their own and others feelings and emotions.</li> <li>• Know how to recognise, express and manage feelings in a positive and safe way.</li> <li>• Recognise that feelings may change at times of change and loss.</li> </ul>

<b>THEME 3: LEARNING TO LEARN</b>		
<b>Foundation Stage</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
Strand 1  <b>Their dispositions and attitudes to learning.</b> <ul style="list-style-type: none"> <li>• Learn to focus attention, concentrate and remember by taking part in a variety of activities that reflect the way they learn.</li> <li>• Be encouraged to develop a positive attitude to learning</li> </ul>	Strand 1  <b>Positive attitudes to learning and achievement.</b> <ul style="list-style-type: none"> <li>• Become aware of their own strengths, abilities, qualities, achievements, personal preferences and goals.</li> <li>• Acknowledge that everyone makes mistakes: that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning.</li> <li>• Recognise how they can develop and improve their learning.</li> </ul>	Strand 1  <b>Effective learning strategies.</b> <ul style="list-style-type: none"> <li>• Know how to confidently express their views and opinions in unfamiliar circumstances.</li> <li>• Face problems, trying to resolve and learn from them.</li> <li>• Identify their current strengths and weaknesses.</li> <li>• Develop an insight into their potential and capabilities.</li> <li>• Reflect upon their progress and set goals for improvement.</li> <li>• Know the ways in which they learn best.</li> <li>• Identify and practice effective learning strategies.</li> </ul>



**THEME 4: HEALTH, GROWTH & CHANGE**

**Foundation Stage**

**Key Stage 1**

**Key Stage 2**

Teachers should enable pupils to develop knowledge, understanding and skills in developing:

<p>Strand 1 <b>The importance of keeping healthy.</b></p>	<p>Strand 1 <b>Strategies and skills for keeping healthy.</b></p>	<p>Strand 1 <b>How to sustain there health, growth and wellbeing.</b></p>
<ul style="list-style-type: none"> <li>• Be aware of how to care for their body in order to keep it healthy and well.</li> <li>• Recognise and practise basic hygiene skills.</li> <li>• Realise that growth and change are part of the process of life and are unique to each individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and value the options for a healthy lifestyle including the benefits of exercise, rest, healthy eating and hygiene.</li> <li>• Have respect for their bodies and those of others.</li> <li>• Be aware of the stages of human growth and development.</li> <li>• Recognise how responsibilities and relationships change as people grow and develop.</li> <li>• Understand that medicines are given to make you feel better, but that some drugs are dangerous.</li> <li>• Understand that if not used properly, all products can be harmful.</li> <li>• Be aware that some diseases are infectious and some can be controlled.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene.</li> <li>• Recognise what shapes positive mental health.</li> <li>• Know about the harmful effects tobacco, alcohol, solvents and other illicit and illegal substances can have on themselves and others.</li> <li>• Understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed.</li> <li>• Know how the body grows and develops.</li> <li>• Be aware of the physical and emotional changes that take place during puberty.</li> <li>• Know how babies are conceived, grow and are born.</li> <li>• Know how the body grows and develops.</li> <li>• Recognise how responsibilities change as they become older and</li> <li>• Discuss major diseases throughout the world.</li> </ul>

**THEME 4A: SAFETY**

Foundation Stage

Key Stage 1

Key Stage 2

Teachers should enable pupils to develop knowledge, understanding and skills in developing:

Strand 1

**how to keep safe in familiar and unfamiliar environments.**

- Explore appropriate personal safety strategies.
- Identify situations that are safe and those where personal safety may be at risk.
- Begin to realise the importance of road safety.
- Understand that many substances can be dangerous.
- Know the safety rules that apply when taking medicines.

Strand 1

**strategies and skills for keeping safe.**

- Know what to do or whom to seek help from when feeling unsafe.
- Be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour.
- Explore the rules for and ways of keeping safe on the roads, cooperating with adults involved in road safety.
- Explore how to travel safely in cars and buses.
- Know about the potential dangers and threats in the home and environment.
- Develop simple safety rules and strategies to protect themselves from potentially dangerous situations.
- Identify ways of protecting against extremes of weather, for example being safe in the sun and in freezing conditions.

Strand 1

**coping safely and efficiently with their environment.**

- Develop strategies to resist unwanted peer/sibling pressure and behaviour.
- Recognise, discuss and understand the nature of bullying and the harm that can result.
- Become aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches.
- Become aware of:
  - appropriate road use;
  - how to apply The Green Cross Code;
  - how conspicuity reduces road collisions;
  - passenger skills including boarding and disembarking from cars and home;
  - school transport; and how bicycles are best maintained and ridden.
- Develop a pro-active and responsible approach to safety.
- Know where, when and how to seek help.
- Have opportunity to explore basic emergency procedures and First aid.

<b>Theme 5 : RELATIONSHIPS</b>		
<b>Foundation Stage</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p style="text-align: center;">Strand 2</p> <p><b>their relationships with family and friends.</b></p> <ul style="list-style-type: none"> <li>• Find out about their own family.</li> <li>• Talk about what families do together.</li> <li>• Begin to recognise how they relate to adults and other children.</li> <li>• Identify who their friends are.</li> <li>• Explore what they do together.</li> <li>• Know how to treat others.</li> </ul>	<p style="text-align: center;">Strand 2</p> <p><b>and initiating mutually satisfying relationships.</b></p> <ul style="list-style-type: none"> <li>• Examine the variety of roles in families and the contribution made by each member.</li> <li>• Be aware of their contribution to home and school life and the responsibilities this can bring.</li> <li>• Know how to be a good friend.</li> <li>• Understand that they can take on some of the responsibility in their family and friendship groups.</li> </ul>	<p style="text-align: center;">Strand 2</p> <p><b>initiating and sustaining mutually satisfying relationships.</b></p> <ul style="list-style-type: none"> <li>• Examine and explore the different types of families that exist.</li> <li>• Recognise the benefits of friends and families.</li> <li>• Find out about sources of help and support for what influences their individuals, families and groups.</li> <li>• Explore and examine views, feelings and behaviour.</li> <li>• Consider the challenges and issues that can arise: <ul style="list-style-type: none"> <li>– at home;</li> <li>– at school; and</li> <li>– between friends and how they can be avoided, lessened or resolved.</li> </ul> </li> </ul>

<b>Theme 6 : RULES, RIGHTS AND RESPONSIBILITIES</b>		
<b>Foundation Stage</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p style="text-align: center;">Strand 2</p> <p><b>their responsibilities for self and others.</b></p> <ul style="list-style-type: none"> <li>• Realise why it is necessary to have rules in the classroom and the school.</li> <li>• Develop a sense of what is fair.</li> </ul>	<p style="text-align: center;">Strand 2</p> <p><b>responsibility and respect, honesty and fairness.</b></p> <ul style="list-style-type: none"> <li>• Identify members of their school community and the roles and responsibilities they have.</li> <li>• Recognise the interdependence of members in the school community.</li> <li>• Be aware of how the school community interacts.</li> <li>• Begin to understand why and how rules are made in class, in the playground and at school.</li> <li>• Identify the people, jobs and workplaces in the community.</li> <li>• Realise that money can buy goods and services and is earned through work.</li> <li>• Understand that rules are essential in an ordered community</li> </ul>	<p style="text-align: center;">Strand 2</p> <p><b>human rights and social responsibility.</b></p> <ul style="list-style-type: none"> <li>• Explore and examine the rules within their families, friendship groups, and at school.</li> <li>• Understand the need for rules and that they are necessary for harmony at home and at school.</li> <li>• Identify the variety of groups that exist within the community and their roles and responsibilities.</li> <li>• Consider the rights and responsibilities of members of the community.</li> <li>• Understand that rules are essential in an ordered community and the need for different rules in different contexts.</li> <li>• Examine the effects of antisocial behaviour.</li> <li>• Appreciate how and why rules and laws are created and implemented.</li> </ul>

<b>Theme 7 : MANAGING CONFLICT</b>		
<b>Foundation Stage</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
Strand 2	Strand 2	Strand 2
<p><b>how to respond appropriately in conflict situations.</b></p> <ul style="list-style-type: none"> <li>• Begin to take responsibility for what they say and do.</li> </ul>	<p><b>Constructive approaches to conflict.</b></p> <ul style="list-style-type: none"> <li>• Identify ways in which conflict may arise at home, and explore ways in which it could be lessened, avoided or resolved.</li> <li>• Identify ways in which conflict may arise at school, and explore ways in which it could be lessened, avoided or resolved.</li> </ul>	<p><b>causes of conflict and appropriate responses.</b></p> <ul style="list-style-type: none"> <li>• Examine ways in which conflict can be caused by words, gestures, symbols or actions.</li> </ul>

<b>Theme 8 : SIMILARITIES AND DIFFERENCES</b>		
<b>Foundation Stage</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
Strand 2	Strand 2	Strand 2
<p><b>similarities and differences.</b></p> <ul style="list-style-type: none"> <li>• Begin to recognise the similarities and differences in families and the wider community.</li> <li>• Understand that everyone is of equal worth and that it is acceptable to be different.</li> <li>• Celebrate special occasions.</li> </ul>	<p><b>similarities and differences between people.</b></p> <ul style="list-style-type: none"> <li>• Appreciate ways we are similar and different, for example age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work.</li> <li>• Be aware of their own cultural heritage, its traditions and its celebrations.</li> <li>• Recognise and value the culture and traditions of another group in the community.</li> <li>• Discuss the causes of conflict in their community and how they feel about it.</li> </ul>	<p><b>valuing and celebrating cultural differences and diversity.</b></p> <ul style="list-style-type: none"> <li>• Examine and explore the different types of families that exist, the roles within them, and the different responsibilities.</li> <li>• Know about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland.</li> <li>• Recognise the similarities and differences between cultures in Northern Ireland, for example food, clothes, symbols and celebrations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be aware of the diversity of people around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge that people differ in what they believe is right or wrong.</li> <li>• Recognise that people have different beliefs that shape the way they live.</li> <li>• Develop an awareness of the experiences, lives and cultures of people in the wider world.</li> <li>• Recognise how injustice and inequality affect people's lives.</li> <li>• Recognise the similarities and differences between different cultures of the wider world for example food, clothes, symbols and celebrations.</li> <li>• Understand that differences and similarities between people arise from a number of facts including cultural, ethnic, racial and religious diversity, gender and disability.</li> </ul>
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<b>Theme 9 : LEARNING TO LIVE AS MEMBERS OF THE COMMUNITY</b>		
<b>Foundation Stage</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p style="text-align: center;">Strand 2</p> <p><b>learning to live as a member of a community.</b></p> <ul style="list-style-type: none"> <li>• Begin to understand the interdependent nature of the class/community and themselves as participant members.</li> <li>• Raise awareness of their attitudes to others in the</li> </ul>	<p style="text-align: center;">Strand 2</p> <p><b>themselves as members of a community.</b></p> <ul style="list-style-type: none"> <li>• Recognise the interdependence of members in the school community.</li> <li>• Be aware of how the school community interacts how they listen and respond to each other and how they treat each</li> </ul>	<p style="text-align: center;">Strand 2</p> <p><b>playing an active and meaningful part in the life of the community and be concerned about the wider environment.</b></p> <ul style="list-style-type: none"> <li>• Explore and examine what influences their views, feelings and behaviour.</li> <li>• Recognise the importance of democratic decision making and active participation at home and in the classroom.</li> <li>• Appreciate the interdependence of people within the community.</li> </ul>

<p>school community.</p> <ul style="list-style-type: none"> <li>• Celebrate a special occasion.</li> </ul>	<p>other.</p> <ul style="list-style-type: none"> <li>• Be aware of who and what influences their views, feelings and behaviour at home.</li> <li>• Be aware of who and what influences their views, feelings and behaviour at school.</li> <li>• Understand how their environment could be made better or worse to live in and what contribution they can make</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the importance of democratic decision- making and involvement and the institutions that support it at a local level.</li> <li>• Develop an understanding of their role and responsibility as consumers in society.</li> <li>• Know about the range of jobs and work carried out by different people.</li> <li>• Know about the process and people involved in the production, distribution and selling of goods.</li> <li>• Examine the role of advertising at a local and/or global level.</li> <li>• Explore how the media presents information</li> </ul>
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