

ST. MARY'S PS DERRYMORE



**Relationships and Sexuality
Education (RSE) Policy
January 2026**

RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY

Vision Statement

To seek, strive, learn

Our vision is that all members of the school community are inspired and motivated to achieve their full potential.

Today's pupils, tomorrow's citizens.

In our school we all matter.

In our school we all belong.

In our school we all try to be the best we can be.

Mission Statement

Here at St Mary's we work together to live like Jesus;

Our vision is to enrich the life of everyone that passes through our school;

Praising and celebrate effort and success;

Ensuring fairness where every child matters and fulfills their potential to become the best they can be;

Inviting our school, parish and locality friends to support us on our journey of faith;

Nurturing spiritual growth through our Catholic ethos;

Giving each other the opportunity for development in learning, worship and serving others;

Offering a safe and happy school where every person is valued;

Doing our best to see Jesus in one another.

Rationale for RSE Policy

St Mary's Primary School is committed to the education of children regardless of race, religion, gender or status. All pupils have a right to an education which adequately prepares them for adult life, and RSE plays an integral part in this education. In the Northern Ireland Primary School Curriculum, one of the areas of learning is Personal Development and Mutual Understanding (PDMU). An integral part of the PDMU curriculum is the provision of RSE. As a Catholic school, St Mary's Primary School advocates the promotion of a 'Personal Development' approach to RSE, whereby children in our care are equipped with the skills to help them resist peer and media pressure, and to help them make informed decisions based on their own intrinsic self-respect and self-esteem. Pupils are encouraged to recognise their individual needs in relation to the needs and wants of others. RSE is a lifelong process that involves the acquisition of knowledge, understanding and skills and the development of attitudes, beliefs, morals and values.

Teaching RSE should provide opportunities which enable pupils to:

- form values and establish behaviour within a moral, spiritual and social framework;
- examine and explore the various relationships in their personal lives;
- learn how to develop and enjoy personal relationships and friendships which are based on responsibility and mutual respect;
- build the foundations for developing more personal relationships in later life; and
- make positive, responsible choices about themselves and others and the way they live their lives.

The aims of RSE are to:

- enhance the personal development, self-esteem and well-being of the child;
- help the child develop healthy and respectful friendships and relationships;
- foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework;
- promote responsible behaviour and the ability to make informed decisions;
- help the child come to value family life and marriage;
- appreciate the responsibilities of parenthood; and
- promote an appreciation of the value of human life and the wonder of birth.

LEARNING OBJECTIVES

The RSE curriculum should enable pupils to:

- acquire and develop knowledge and understanding of self;
- develop a positive sense of self-awareness, self-esteem and self-worth;
- develop an appreciation of the dignity, uniqueness and well-being of others;
- understand the nature, growth and development of relationships within families, in friendships and in wider contexts;
- develop an awareness of differing family patterns;
- develop strategies to make decisions, solve problems, and implement actions in various personal, social and health contexts;
- become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity;
- develop personal skills which will help to establish and sustain healthy personal relationships;
- develop some coping strategies to protect self and others from various forms of abuse;
- acquire and improve skills of communication and social interaction; and
- acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development.

SKILLS

The RSE curriculum should enable pupils to develop the skills necessary to form and maintain relationships and to make informed choices and decisions regarding health and well-being. Pupils should also be helped to develop skills to critically evaluate a wide range of information, opinions, attitudes and values.

They need opportunities to develop:

- **practical skills** for everyday living, for supporting others and for future parenting;
- **communication skills** - learning to listen, listening to others' points of view, putting one's own view forward clearly and appropriately, giving and receiving feedback, handling and resolving conflict peacefully and being assertive;
- **decision-making and problem-solving skills** for sensible choices made in the light of relevant information, making moral judgements about what to do in actual situations and putting these judgements into practice, acting responsibly and with initiative as an individual or as a member of a variety of groups; and
- **inter-personal skills** for managing relationships confidently and effectively and for developing as an effective group member or leader.

MORALS AND VALUES

RSE should enable pupils to clarify what they believe and why they believe it and develop a respect for and interest in the beliefs of others. Pupils need opportunities to explore values and attitudes and to consider how they affect them, and others. Children should be taught RSE within a framework which models and encourages the following values:

- a respect for self;
- a respect for others;
- non-exploitation in relationships;
- commitment, trust and bonding within relationships;
- mutuality in relationships;
- honesty with self and others;
- a development of critical self-awareness for themselves and others;
- an exploration of the rights, duties and responsibilities involved in relationships;
- compassion, forgiveness, mercy and care for others; and
- self-discipline.

THE SCHOOL ETHOS

The ethos of St Mary's Primary School is founded on principles where tolerance and respect for others is paramount. It is our intention that everyone will feel valued in our school and our pupils and staff members are encouraged to develop their full potential in a caring and supportive environment.

This RSE Policy reflects the ethos of our school.

Relationships between Home, School and Community

The effectiveness of this RSE Policy and its implementation is dependent upon a collaborative process involving staff members, parents/carers, Governors, volunteers and other educational and health professionals. Each of the partners has a distinctive contribution to make.

Keeping parents/carers informed about the school's provision for health education is a vital element of RSE. Parents/carers are invited to consider issues such as the readiness of children for aspects of the RSE programme, the appropriateness of resources, the content and methodologies proposed, and the handling of sensitive topics.

The delivery of RSE must prepare pupils to view relationships in a responsible and healthy manner and should be taught in harmony with the ethos of the school and reflect the school's moral and religious principles.

The RSE Policy will be reviewed through consultation with parents/carers (via annual parent information events and optional feedback forms), pupils (through the School Council), staff, governors, and relevant health/education professionals.

This RSE Policy will be made available to all parents/carers via the school website and as a printed copy on request from the school office.

The Department of Education's and CCMS Circulars and CCEA documents have been used to devise this RSE Policy.

These include:

- Circular 2001/15 Relationships and Sexuality Education;
- Circulars 2001/15a and 2001/15b);
- Circular 2013/16; and
- Circular 2015/22 Relationships and Sexuality Education.
- DE overview: *Relationship and Sexuality Education (RSE)*.
- CCEA: *RSE Guidance—Update for Primary Schools*.
- CCEA: *PDMU Guidance (updated 2024)*.
- CSTS: *RSE Guidance for Catholic Primary Schools (2021)*.
- CCMS/diocesan reference to Catholic sector guidance (2013-19).
- Circular 2024/01 – Guidance on Amendments to the Relationships and Sexuality Education (RSE) Curriculum Content.

These circulars are available on the Department's website: www.deni.gov.uk. Guidance and resources on RSE are also provided on the NI Curriculum website at www.nicurriculum.org.uk

LINKS TO OTHER POLICIES AND DOCUMENTS

This RSE Policy relates to the following policies & documents:

- Teaching and Learning Policy;
- Safeguarding /Child Protection Policy;
- Pastoral Care Policy;
- Health Education Policy;
- PDMU Policy;
- RE Policy

In St Mary's Primary School, RSE builds, in a developmentally appropriate way, on children's existing knowledge and experience of their bodies, relationships and the world around them. RSE and Health Education are complementary since both

emphasise the development of a positive self-image, and a respect for self and for others, as well as the provision of appropriate and accurate information.

An RSE programme for primary schools should provide structured opportunities for pupils to learn about:

- themselves as unique human beings;
- their spiritual, social, emotional and physical growth;
- their friendships and relationships with others; and
- the various changes that occur as they progress towards adolescence and adulthood, particularly the emotional and physical changes which occur at puberty.

Meeting the needs of pupils

To ensure that the learning experiences are effective, positive and relevant to all pupils, the RSE programme should be developmental, accessible and be appropriate to the age and maturity of the pupils. It should meet the needs of both genders and be a positive experience for all participants.

Roles and responsibilities

- The Board of Governors examines and ratifies the school's RSE Policy.
- The Principal and Leadership Team co-ordinate the school's approach to RSE and consult with the Board of Governors, staff, pupils, parents/carers, and health professionals.
- Staff provide a link and have a complementary role with parents/carers and deliver the school's RSE programme within the context of the Northern Ireland Curriculum.

Content of RSE

RSE at primary is a **statutory** part of the NI Curriculum through PDMU. We will inform and engage parents/carers in advance of sensitive learning (e.g., puberty education) and share resources used.

While **post-primary** schools have specific regulations on parental excusal from elements of sexual and reproductive health and rights education, these do **not** apply to primary PDMU.

Our approach is to work in partnership with parents/carers and to accommodate reasonable requests about how content is discussed with individual pupils, consistent with safeguarding and curriculum requirements.

Delivery of RSE is aligned with our Anti-Bullying Policy and equality duties. Staff will proactively challenge prejudice-based bullying type behaviour and language, including homophobic language, at an age-appropriate level, supporting pupils to show respect and care for others.

RSE will be delivered in a holistic, cross curricular way, ensuring that teaching is at all times appropriate to the maturity and understanding of the pupils. Teachers will be ever alert to the personal and emotional circumstances of the pupils.

The children may be given the opportunity to attend a talk on puberty in the summer term of their P7 year.

Pupils will also have the opportunity to provide feedback about the content of the programme of RSE delivered by the school so that it can be responsive to the children's needs. In St Mary's Primary School this can be done through consultation with our School Council.

Curriculum organisation and delivery

RSE will be delivered using evidence-informed approaches that support progression and reflect current best practice as identified by DE, ETI, CCEA and CCMS guidance. The following outline teaching programme illustrates the range of topics covered through the delivery of the Northern Ireland Curriculum in St Mary's Primary School. Many of the aspects included below are also part of the Health Education, PDMU, RE, The World Around Us, PE and Drama curriculum.

Foundation Stage and Key Stage 1

Myself

- Myself: how I grow, feed, move and use my senses, caring for myself, and the importance of hygiene, sleep and exercise
- Naming parts of the body
- Being myself - I am unique, my self-esteem, self-confidence, independence, respect and caring for myself
- Similarities and differences between myself and others, for example, uniqueness, fingerprints, gender issues and different rates of growth
- An introduction to the stages of human development - changes as we grow, for example, baby, child, teenager, adult, mother/father, grandparents
- Recognising moods, feelings and concerns and developing a language and an appropriate manner of expressing them, for example, what do I do if I feel sad or angry?
- Personal likes and dislikes

My Relationships

- My family, special people in my life - what they do for me and what I do for them
- Friendships, getting on with each other, for example, communicating, playing together, listening, co-operating and sharing
- Ageing- how do we know that things are alive, dead, young and old?
- Loss and mourning - death of a person or a pet (the situations of the pupils should be taken into account prior to introducing this topic)
- Respect and caring for family members and friends, for example, caring for a new baby
- Bullies and what to do if you are being bullied or someone you know is being bullied
- Personal safety - simple skills and practices to maintain personal safety
- The difference between good and bad touches
- Realise that adults and older children are not always friends and raise awareness of the potential danger of relationships with strangers or acquaintances
- Strategies which pupils might use to protect themselves from potentially dangerous situations

My Community/Environment

- Awareness of different types of families and the roles of individuals within families
- Keeping safe, for example, dangerous places, dangerous situations, the adults who will help, how to get help from others
- Rules at home, at school and in the community
- Respect and caring for people in the community, e.g. elderly people

Key Stage 2

Myself

- The importance of keeping safe and healthy
- My body, how it works and how to keep it healthy
- The physical, social and emotional changes that occur during puberty (girls and boys)
- Myself and my peers - different rates of growth, physical development and maturity
- Valuing and respecting myself, identifying personal strengths and weaknesses
- Feelings, identifying things that make me happy, sad, excited, embarrassed, angry, scared and discussing how to express our feelings and to show love and affection
- Gender roles
- Making choices - the influences on me and the consequences of actions for oneself and others
- Distinguishing between right and wrong
- Secrets - knowing the difference between good and bad secrets, what to do about bad secrets
- Age-appropriate teaching on online safety, respectful digital relationships, and recognising unsafe digital behaviour will be included in line with CCEA guidance.

My Relationships

- Identifying the positive traits of friendship and their corresponding values
- Differences and similarities in people; the need to respect other people's views, emotions and feeling
- Families and how they behave - what family members expect of each other
- The meaning of friendship and loyalty, making and maintaining friendships and social relationships, for example, identifying and understanding pressures and influences, taking account of other people's points of view
- Handling difficult situations, for example, teasing, bullying, death of a family member
- The meaning of relationships within families, between friends and in the community
- Behaviour – recognising what constitutes appropriate and inappropriate physical contact
- Identifying dangers and risks within relationships
- Being assertive in defending individual rights and beliefs
- That there are people who can help pupils when they have anxieties, concerns or questions

My Community/Environment

- Appreciation of the family in relation to the school and the wider community
- Cultural differences in families and family relationships
- Helping agencies which can support families and individuals in different circumstances
- Messages and images about health, gender roles and sexuality from the media, family and peers

SELECTION OF TEACHING RESOURCES

The selection of teaching resources should:

- be consistent with the school's RSE policy and the aims and objectives of the RSE Programme;
- be consistent with St Mary's Primary School's ethos;
- be appropriate to pupils' age, level of understanding and maturity;
- be factually correct and respectful of its audience;
- be appropriate in terms of language level, images, attitudes, values, maturity, contexts and situations, and the knowledge required;
- be complementary to the existing programmes which the school offers; and
- encourage consideration of a range of issues, attitudes and beliefs pertinent to the topics covered.

St Mary's Primary will use a variety of resources, including:

- Grow in Love
- The Wonder of My Being
- Living Learning Together: PDMU Programme (CCEA)
- Together for All resource.
- Primary RSE Resources produced by Catholic Schools Trustee Service (Flourish Programme)

Grow in Love

This programmes seek to help the children grow and develop into healthy mature adults, capable of realising their full potential as human beings created in the image and likeness of God. One aspect of that growth is the development of the children's ability to relate to others and to have a positive understanding of their own sexuality. In the 'Grow in Love' catechetical series this is not seen as a separate element of the programme but is integrated throughout.

The Wonder of My Being

This programme includes prayer in each lesson. This reminds the children of the love God has for each of them as they journey through life. The aims of the programme are:

- to help the children appreciate their worth, dignity and uniqueness as children of God
- to foster and promote their moral development
- to enable the children to appreciate that sexuality is a gift from God
- to foster and develop mutual respect and understanding
- to develop a respect for difference, gender and race within the school and community

Flourish Programme

The Flourish Programme is the Relationships and Sexuality Education (RSE) resource used in Catholic primary schools across Ireland. It supports children's learning about themselves, their relationships, and the world around them through a Catholic ethos that emphasises dignity, respect, and moral development.

What Is Flourish?

Flourish is designed to work alongside the PDMU curriculum. It offers clear, age-appropriate lessons that reflect Catholic values while respecting the diverse experiences of all pupils.

How the Programme Works

Four lessons per class per year, focused on relationships, self-respect, decision-making, and understanding emotions.

Built as a spiral curriculum, meaning topics are revisited each year and developed

gradually as children grow.

Lessons link closely to PDMU strands such as 'Myself' and 'Myself and the Wider World.'

Typically delivered during the second school term.

Catholic Ethos

Flourish presents RSE through a Catholic understanding of human dignity and relationships. It teaches children that every person is unique and valued, our bodies and relationships are gifts from God, and love, kindness, and respect are central to healthy relationships.

Supporting Parents

Parents are recognised as the primary educators of their children. The programme encourages ongoing conversations at home and partnership between home and school.

Why Our School Uses Flourish

The programme provides a clear, consistent, and faith-aligned approach to RSE. It reflects Catholic teachings, helps children make sense of the influences they encounter, and ensures learning is sensitive, age-appropriate, and supportive.

Monitoring and Evaluation

We will monitor the effectiveness of RSE provision through:

- Pupil feedback (including School Council consultation)
- Staff reflection and programme evaluation
- Governor monitoring and review
- Observation of teaching and learning
- Review of resources used and alignment with DE/CCEA/CCMS guidance

Findings will inform annual policy review and programme development.

In St Mary's Primary School, we believe it is essential that teachers create a classroom environment which is supportive, where self-esteem is fostered and where the pupils feel valued and affirmed. The climate of the classroom needs to promote mutual respect and to respect the dignity of each individual. It is important to create an atmosphere in the classroom which allows all pupils to feel comfortable to express opinions and feelings in a secure and safe manner and to explore issues which may be sensitive and personal. Every effort should be made to ensure that the whole group is at ease, with pupils showing respect for each other and realising their responsibilities to each other.

Ground rules should be agreed to help minimise embarrassment and encourage the respect of each other's opinions. Realistic scenarios, case studies, role-play, drama, videos and stories can be used to enable pupils to discuss issues without personal disclosure.

Staff will respond to pupil questions in a sensitive, age-appropriate, and factual manner. Where appropriate, teachers may defer a question and consult with senior staff or parents/carers before responding.

Important considerations are the:

- degree of trust, respect and positive regard for pupils;
- relationships between the teacher and pupils, and between the pupils themselves;
- need for clear expectations, goals and learning objectives;
- use of teaching and learning methods which involve pupils actively in their own learning and encourage the consideration of attitudes and values and the ability to make informed and healthy decisions; and
- need to be aware and take account of the current youth culture.

Confidentiality and Child Protection/Safeguarding Children

Confidentiality cannot be guaranteed. Where there is disclosure by a child of abuse, the school's Child Protection/Safeguarding procedures will be implemented.

The classroom is an open environment and confidentiality cannot be guaranteed. Therefore, staff and pupils are not encouraged to talk about their personal relationships or experiences during class discussions.

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. It is equally important that the teacher shares this right and never feels obliged to impart information about his/her own personal life.

However:

- teachers cannot 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, as appropriate, to his or her parents/carers and/or to the Principal.
(Refer to our Safeguarding/ Child Protection Policy);
- the Principal or Designated Teacher for Safeguarding/ Child Protection must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected. If a child confides in a member of staff and requests that the information is kept secret, the child must be told, sensitively, that the matter must be reported to the appropriate agencies. Decisions can then be taken in accordance with the procedures detailed in the school's Safeguarding/Child Protection Policy;
- teachers can provide general educational advice to all pupils as part of the curriculum. This general advice can be given to pupils individually or within group situations. It is important that the type of advice and the manner in which it is given is supportive of the role of the parents/carers;
- there will be occasions when teachers will have to exercise their discretion and judgement about how to deal with particular issues raised by an individual or by a group of pupils. An initial judgement will need to be made about whether or not it is appropriate to deal with the issues with the whole class. The teacher may wish to discuss the issues with the parents/carers to see how they would like the matter to be handled. Teacher colleagues or a member of the school's Leadership Team/Safeguarding Team might also provide useful guidance. It may be appropriate to respond to the issues with individual pupils or to arrange time for a group discussion outside class time. In all cases, teachers should encourage pupils to discuss any issues and concerns they might have with their parents/carers;
- teachers are not medical professionals and will not give detailed personal medical advice to any pupil. Only doctors and health professionals should give medical advice to pupils; and
- teachers encourage young people, where possible, to discuss their concerns with parents/carers.

WITHDRAWAL FROM RSE

Since RSE is a statutory requirement, it should be inclusive. As a school we actively promote the implementation of RSE and strongly discourage withdrawal. The school will, however, take account of parent/carer concerns.

SACREDNESS OF LIFE

The value of human life and the uniqueness of each individual will be at the heart of the school's RSE teaching.

SPECIFIC ISSUES

Our RSE programme promotes respect for all pupils, recognising that families, backgrounds, and personal experiences may differ. Teaching will be age-appropriate and sensitive, supporting pupils to develop respect and understanding of others while remaining consistent with our Catholic ethos.

Within PDMU, the school provides age-appropriate learning that helps children respect themselves and others, understand that families and people may differ, recognise and challenge bullying type behaviour (including homophobic language), and develop appropriate vocabulary for feelings, body awareness and personal safety. Sensitive topics are addressed only at levels appropriate to primary pupils and always in harmony with our Catholic ethos and safeguarding procedures. If the pupils raise any issues, the teachers will address them sensitively.

USE OF EXTERNAL AGENCIES

Where appropriate, we may use the skills and expertise of external agencies and professionals. Where this occurs, the school will be satisfied that contributions from these external agencies are in harmony with the aims and ethos of St Mary's Primary School.

STAFF TRAINING

Training needs will be considered and will be addressed using the appropriate agencies. Where outside agencies are used for training purposes, their remit will be clear and will reflect the ethos of St Mary's Primary School.

This policy will be reviewed annually or sooner if DE/CCMS guidance changes. Next review: January 2027. During this review we will endeavour to evaluate the effectiveness of our provision for RSE.

Chair of the Board of Governors_____

Date _____

APPENDIX 1 -WONDER OF MY BEING – PROGRAMME OVERVIEW

Year One

1. To appreciate that I am a boy/girl.
2. To appreciate that I am part of a family.
3. To understand that I grew in my mother's womb.
4. To learn that Jesus was part of a family.
5. To appreciate that I am special.

Year Two

1. To understand that I needed help with everything when I was a baby.
2. To understand that I have grown and changed since I was a baby.
3. To understand some developmental stages of babies e.g. crawling, walking, talking....
4. To appreciate that my family loves and cares for me.
5. To appreciate that God chose Mary to be the mother of his son Jesus.
6. To appreciate that Mary and Joseph loved and cared for Jesus.

Year Three

1. To appreciate that people celebrate weddings.
2. To appreciate the qualities that are required for friendship.
3. To appreciate the qualities necessary for family.
4. To appreciate how a mother cares for her new baby.
5. To appreciate that Jesus helped Mary and Joseph at home.
6. To appreciate who we can help at home.

Year Four

1. To appreciate that Mary was told by an Angel that she was to be the mother of Jesus.
2. To appreciate that an Angel appeared to Joseph to tell him he would be the one to care for Mary and Joseph.
3. To appreciate the role of Mary as the mother of God.
4. To appreciate the qualities and values that were part of the Holy Family of Nazareth.
5. To learn the vocabulary associated with pregnancy and birth.
6. To appreciate the preparations that were needed for your birth.
7. To appreciate that family is a gift from God.

Year Five

1. To appreciate the uniqueness of each person.
2. To appreciate that we are all created in the image and likeness of God.
3. To appreciate the importance of preparing responsibly for new life.
4. To appreciate the stages of development between birth and two years.

5. To appreciate we change as we grow (2 years – 9/10 years)
6. To be aware of people who help us grow and develop: family, church, medical.
7. To revisit the Sacrament of Baptism so that the children can become aware of their place in God's family.

Year Six

1. To appreciate that we are made in God's image and likeness.
2. To appreciate the stages of growth before birth.
3. To recognise significant moments in our lives to date.
4. To recognise that we are created by God and that our bodies are sacred.
5. To recognise that our bodies change as we grow.
6. To appreciate that everyone is part of the body of Christ.
7. To appreciate the values of friendship in our lives.
8. To identify negative behaviour and how it can affect other people.

Year Seven

1. To appreciate that we are called by God.
2. To appreciate the presence of God in our lives as we grow and change.
3. To appreciate the talents that each of us has and consider how we will use these as we grow and change.
4. To appreciate the qualities and characteristics of friendship.
5. To understand the importance of accepting and respecting each other just as we are.
6. To make pupils aware that they are influenced by many different people and things.
7. To appreciate that I can be a good or bad influence others.
8. To help make informed decisions about their lives.
9. To enable the children to face future changes and opinions.

Appendix 2- Flourish Programme Overview

Primary 1

Myself

I am Me – God loves me.

I have a wonderful body. My body is a gift from God. I must look after it.

Myself and Others

I have a family. We love each other. Jesus had a family too.

Myself and the Wider World

I have friends. Jesus is my friend.

Primary 2

Myself

I am growing. My body is changing. God loves us as we grow and change.

I keep myself safe. I look out for other people. Jesus asked us to care for each other.

Myself and Others

I have feelings. Others have feelings too. I want to be a good friend. I am kind like Jesus.

Myself and the Wider World

Sometimes I need help. I ask for help. I can always ask for God's help.

Primary 3

Myself

I am unique. God loves me as I am.

Myself and Others

Other people are special too. I respect other people. Jesus wants us to respect everyone.

My space, your space. I am gentle and understanding as Jesus asked me to be.

Myself and the Wider World

Some people are not as lucky as I am. I care about them too. Jesus cared for others

Primary 4

Myself

My body is amazing. I am grateful to God for all that I can do.

Myself and Others

I am loyal to my friends. I don't let them down. Jesus asked us to be loyal.

Myself and the Wider World

People I admire. There are lots of good people. Jesus was a role-model.

Dangerous situations. What should I do? Who can help?

Primary 5

Myself

My gender is part of who I am. God loves me as I am.

Myself and Others

Different types of friendships. Jesus had many friends.

I support my friends.

Myself and the Wider World

My neighbourhood – showing love to everyone. God wants us to show love in many different

ways.

Primary 6

Myself

I am growing into my adult body. God designed me perfectly.

Good choices, bad choices. The choice is mine. My conscience will guide me.

Myself and Others

My words and actions can hurt others. Jesus asks us to use words and actions carefully.

Myself and the Wider World

We need to look after the earth. The environment is God's creation. He asked us to look after it.

Primary 7

Myself

My sexuality is part of who I am. God loves me as I am.
Puberty – welcome changes. I am perfectly designed by God.

Myself and Others

I am attracted to other people. I respect them. God made us to be compatible with each other.

Myself and the Wider World

Social media can be good and bad.
Respect is the key. God wants us to respect each other.