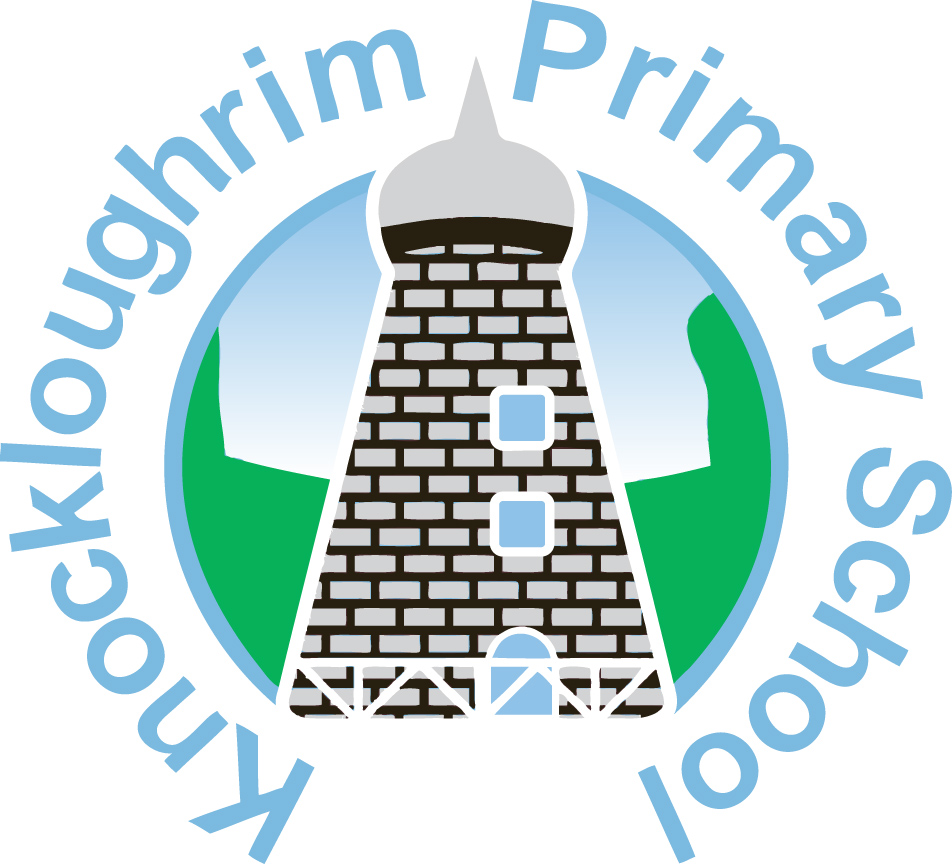
### *Knockloughrim Primary School*

Relationships & Sexual Education

(RSE) Policy



Description: Description: BD05214_

Created: June 2016

Renewal date: June 2018

## RSE POLICY STATEMENT

In Knockloughrim Primary School our school ethos is ‘Where Happy Children Grow’ and we aim to fulfil this with a Christian focus and the welfare of each child at the centre 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.

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1. In light of the current 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.

1. 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.
2. The DENI states that RSE is included on a statutory basis within the NI Curriculum, particularly through Religion, The World Around Us and P.D.M.U. 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 and Child Protection.
3. After consultation with staff we decided to have an open and flexible approach to the teaching of RSE, within the principles and parameters of this policy. It was recognised that staff might want to vary their teaching methods and styles 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.
4. Each gender shall receive the same input.

## **Rationale**

The Education (Northern Ireland) Order 2006 requires all grant aided schools to offer a curriculum which:

*• Promotes the spiritual, emotional, moral, cultural, intellectual and physical development of pupils at the school and thereby of society; and*

*• Prepares such pupils for the opportunities, responsibilities and experiences of life by equipping them with the appropriate knowledge, understanding and skills.*

From September 2007 a revised school curriculum introduced personal development and mutual understanding (PDMU) in primary schools, which develops into Learning for Life and Work (LLW) in post-primary schools.

Relationships education supports the curriculum aim which is ‘*to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.’*

**Relationship and Sexuality Education** is a lifelong process which encompasses the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs and values about personal and social relationships and gender issues.’

Sexuality includes all aspects of the human person that relate to being male or female and is subject to change and development through life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions. It especially concerns affectively, the capacity to give and receive love, procreation and in a more general way, the aptitude for forming relationships with others. It is a complex dimension of human life and relationships.

**Aims**

The aims of RSE in Knockloughrim Primary School are:

* To develop a loving pride in one’s family and an active association in the local community
* To encourage pupils to examine and explore the various relationships in their lives and learn how to develop and enjoy friendships which are based on responsibility and mutual respect, within the school and at home.
* To promote an appreciation of the importance of the family unit (regardless of structure/composition).
* To enhance the personal development, self-esteem and well-being of each child.
* To provide pupils with the information and skills to evaluate critically the wide range of information, opinions, attitudes and values offered today in order to make informed decisions.
* To develop their self-esteem and self-worth and in so doing take responsibility for their own behaviour and actions. Pupils learn to avoid behaviours which could be harmful to themselves and /or others.
* To acquire and develop moral and religious values and a respect for the belief and values held by others in the society in which we live.

## Morals and Values Framework

Mindful of the Christian principles on which Knockloughrim Primary School was founded and the diversity of religious and cultural groups in the school, pupils are taught RSE within a framework that encourages the following:

* a respect for self;
* a respect for others;
* non-exploitation in relationships;
* commitment, trust and bonding within relationships;
* an exploration of the rights, duties and responsibilities involved in relationships;
* honesty with self and others;
* self-discipline;
* the difference between right and wrong;
* the responsibility for one’s own actions;
* a development of critical self-awareness for themselves and others;

**RSE should:**

* be relevant, accessible and age appropriate to all young people;
* be set in a moral framework which is inclusive with respect to culture, religion, sexual orientation and social background;
* seek to develop and clarify values and attitude towards sex, sexuality and relationships and to encourage respect for and empathy with the values and attitudes of others;
* respect the diversity of cultural identity and encourage pupils to be aware of the traditions and beliefs of others, promoting respect, mutual understanding and tolerance;
* include activities to allow both genders to talk about their interests, attitudes, emotions, concerns and feelings;

## Learning Outcomes

Our RSE curriculum should enable pupils to:

* Develop a sense of self awareness, self-esteem and self-worth.
* Develop an appreciation of the dignity, uniqueness and well-being of others.
* Develop personal skills which help to establish and sustain healthy personal relationships.
* Acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development.
* Become aware of the variety of ways in which individuals grow and change.
* Develop a critical understanding of external influences on lifestyles and decision making.

## Skills

Our RSE curriculum should enable pupils to develop:

* Communication skills – putting one’s own views forward clearly and appropriately; listening to others’ points of view; handling and resolving conflict peacefully.
* Decision making and problem solving skills – for sensible and responsible choices; making moral judgements about what to do in actual situations.
* Inter-personal skills – for managing relationships confidently and effectively; for developing as an effective group member or leader.
* Practical skills – for everyday living; for supporting others; for future parenting.

## Confidentiality

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

Teachers encourage young people, where possible, to discuss their concerns with parents or guardians.

Teachers can provide all pupils with information about where and from whom, they can receive confidential advice and support.

Teachers do not promise absolute confidentiality. In line with Knockloughrim Primary School’s Child Protection Policy, teachers inform the Designated Teacher or Deputy Designated Teacher for Child Protection of any disclosures which might suggest that a pupil is at risk.

## The Role of the Teacher

Teachers 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.

Teachers can provide all pupils with information about where, and from whom, they can receive confidential advice and support.

Only appropriate medical professionals should give medical advice to pupils.

Any disclosures or concerns that might suggest a pupil is at risk will be reported as outlined in the Child Protection Policy.

## How will we achieve our aims?

Children will learn on a day to day basis from the Christian example set by adults:

**At home:**

As first educators, parents are expected to lay the foundations for all acceptable patterns of behaviour, leading by example, and sharing with school the joint task of bringing the child through to the age of 11 with a balanced understanding of life and a healthy appreciation of the human relationships they form in years to come.

**At school:**

* The positive climate and constructive everyday interactions between pupils and staff, both inside and outside the classroom;
* The messages we give out to children through religious celebrations, assemblies, discussions, workshops etc.
* The encouragement we give and the standards we uphold in terms of sportsmanship, fair play, accepting decisions and taking both winning and losing in the same spirit;
* The respect we have for and show to all members of our community.

## Equal Opportunities

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.

Generally, RSE will be taught in mixed groups, so that boys and girls are encouraged to work with each other and gain an understanding of each other’s perspectives. However, there will be times that teachers or the school nurse will work with single gender groups, eg. P7 Love for Life programme, to explore puberty related physical and emotional changes in both boys and girls. The programme of RSE delivered will be accessible to all pupils regardless of age, culture, disability, sexual orientation, gender or social class.

## Links to Other Policies

* Teaching and Learning
* Child Protection/Safeguarding Children
* Pastoral Care
* PDMU
* Health Education
* Drugs
* Circle Time

## Roles and Responsibilities

* The Board of Governors examines and ratifies the school’s RSE Policy.
* The Principal and Senior Leadership Team co-ordinates the school’s approach to RSE and consults with the Board of Governors, staff, pupils, parents/carers, and health professionals.
* The 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.

## The RSE programme

RSE is 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 ever be alert to the personal and emotional circumstances of the pupils. RSE will include the physical and emotional changes that occur at puberty but will not include sex education.

However, the girls in Knockloughrim Primary School receive ‘the growing up talk’ in the summer term of their P6 year and the P7 boys receive their talk in the summer term of their P7 year. Only children with written parental/carer consent receive this talk. The ‘Love for Life’ delivers the talks with a member of the teaching staff present in each case.

Pupils will 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 their needs. In Knockloughrim Primary School this is done through consultation with the Primary 6 and Primary 7 members of the School’s Pupil Council and Eco Council.

## Monitoring and Evaluating:

* The RE Co-ordinator in conjunction with the PDMU 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.
* The aims as listed in the policy will be at the forefront of any monitoring and evaluation to ascertain if they are being achieved.
* This will be carried out through the creation of questionnaires based on the template as suggested in Appendix 5 (page 33 – 35 of RSE document).
* Evaluating lessons- Written evaluation should be kept whenever possible.
  + Evidence of pupils’ learning might include:
  + Feedback from staff and pupil evaluations.
* Questionnaires may be created in order to gain feedback from pupils and parents particularly in Key Stage 2.

## Staff Training:

Staff training will be provided by NSPCC as part of our role in the Keeping Safe 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.

Teachers will participate in RSE & Safeguarding Training as well as contributing to the planning and implementation of RSE Curriculum.

## Curriculum Organisation and Delivery

The following outline teaching programme illustrates the topics covered through the delivery of the Northern Ireland Curriculum in Knockloughrim Primary School. Many of the aspects included below are also part of the Health Education curriculum, PDMU, RE, the World Around Us, PE, Drama or in reaction to specific situations. All teachers will deliver the RSE programme.

Topics and themes are often repeated at regular intervals. The sequence in which ideas are presented below is not intended to imply an exact teaching order.

## The Programme:

* 1. The programme followed will be the NSPCC Keeping Safe Programme and the interpretation of CCEA RSE materials will be under the ethos of the school.
  2. Currently RSE will be linked and taught through Religious Education & PDMU while linking up with other disciplines such as World Around Us etc.. The RSE Module will be implemented through Religious Education, taking into consideration the RSE materials from CCEA.
  3. Who will teach it? This would involve the teachers in the context of the classroom with the assistance of outside agencies or indeed, if possible, a specialist within the school, particularly in the event of a teacher who may be reluctant. Where a teacher is reluctant to deliver this element of the curriculum, provision will be made so that the programme is taught by someone else who is positive and enthusiastic.
  4. Letting the wider community know: Meeting parents, meeting parents with their children, policy and programme being made available in school for inspection.

## RSE and Science Curriculum

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

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| **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| **World Around Us-Science**   * to recognise and name parts of the body * about the main stages in human development * to be aware of some of the similarities and differences between themselves and other children * that living things need food and water to keep them alive. * how people grow and change that people and places change; | **World Around U -Science**   * how living things grow and change (S&T) * how people and places have changed over time (H) * how we grow, move and use our senses (S&T) | **World Around Us-Science**   * how lifestyle choices can affect the health of themselves and others (S&T) * about the variety of living things and the conditions necessary for their growth and survival (S&T) * how people used to live, including roles and responsibilities in society, and how this has shaped our lives today (H) * about the position of the major organs in the body and their importance for life (S&T) * the conditions necessary for life in a variety of places (S&T) * to understand the importance of developing a healthy lifestyle (S&T) |

## RSE and the Core Syllabus for Religious Education

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| **Respect for Self**  Teachers should provide opportunities for pupils to:   * Recognise that each one is unique and special * Recognise that they are loved and respected * Recognise that they need to care for their bodies   **Respect for each other**  Teachers should provide opportunities for pupils to:   * Recognise the value of cooperation, sharing, helping others, being honest * Examine attitudes and behaviour towards other people | **Respect for Self**  Teachers should provide further opportunities for pupils to:   * Deepen their understanding that each one of them has been given gifts and talents that make him or her unique * Understand that because they are loved, valued and respected as unique individuals, they should respect the dignity of their own bodies   **Respect for each other**  Teachers should provide opportunities for pupils to:   * Recognise the value of being members of their families, their class and their school community * 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. | **Respect for self**  Teachers should provide opportunities for pupils to:   * Recognise that they are loved and respected as individuals * Consider their growth and development in mind and body * Develop their own physical, spiritual, moral, emotional and social skills * Further develop positive attitudes towards their talents, qualities and values * Begin to recognise and accept their own limitations * Be aware of the harmful effects of non-prescribed drugs and substances   **Respect for each other**  Teachers should provide opportunities for pupils to:   * Explore and experience the values which help to build community * Identify the various groupings to which they belong * Be aware of and have respect for differing cultures and faiths |

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.

## 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 Knockloughrim 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

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| **Theme 1 : Self Awareness** | | |
| **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| Teachers should enable pupils to develop knowledge, understanding and skills in  developing: | | |
| Strand 1  **themselves and their**  **personal attributes.**   * Explore who they are. * Recognise what they   can do.   * Identify their favourite   things.   * Recognise what makes them special. | Strands 1 and 2  **their self-esteem and**  **self-conﬁdence.**   * Feel positive about themselves, and develop an understanding of their self-esteem and conﬁdence. * Become aware of their strengths, abilities, qualities, achievements, personal preferences and goals. | Strands 1 and 2  **their self- esteem, self conﬁdence and how they develop as individuals.**   * Develop self-awareness, self-respect and self-esteem. * Know how to conﬁdently express their own views and opinions in unfamiliar circumstances. * Identify current strengths and weaknesses. * Face problems, trying to resolve and learn from them. * Recognise how responsibilities change as they become older and more independent. * Explore and examine what inﬂuences their views, feelings and behaviour. |

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| **Theme 2 : Feelings and Emotions** | | |
| **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| Teachers should enable pupils to develop knowledge, understanding and skills in  developing: | | |
| Strand 1  **their own and others’ feelings and emotions.**   * Begin to recognise   how they feel.   * Develop ways of   expressing how  they feel.   * Know what to do if   they feel sad, lonely,  afraid or angry and  when it is important  to tell others about  their feelings.   * Realise what makes   their friends feel  happy or sad.   * Recognise how other   people feel when  they are happy, sad,  angry or lonely. | Strands 1 and 2  **their own and other’s**  **feelings and emotions**  **and how their actions**  **affect others.**   * Begin to recognise,   name and manage  their feelings and  emotions and  realise that they  are a natural,  important and  healthy part of  being human.     * Begin to recognise and manage the effects of strong feelings such as anger, sadness or   loss. | Strands 1 and 2  **their management of**  **a range of feelings**  **and emotions and the**  **feelings and emotions**  **of others.**   * Examine and explore   their own and  others feelings and  emotions.   * Know how to   recognise, express  and manage feelings  in a positive and  safe way.   * Recognise that   feelings may change  at times of change  and loss. |

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| **THEME 3: LEARNING TO LEARN** | | |
| **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| Teachers should enable pupils to develop knowledge, understanding and skills in  developing: | | |
| Strand 1  **Their dispositions and attitudes to learning.**   * Learn to focus   attention, concentrate  and remember by  taking part in a variety of activities that reﬂect the way they learn.   * Be encouraged to   develop a positive attitude to learning | Strand 1  **Positive attitudes to learning and achievement.**   * Become aware of   their own strengths,  abilities, qualities,  achievements,  personal preferences  and goals.   * Acknowledge that   everyone makes  mistakes: that  attempts can fail or  have disappointing  outcomes but that this is a natural and helpful part of learning.   * Recognise how they   can develop and improve their learning. | Strand 1  **Effective learning strategies.**   * Know how to   conﬁdently express  their views and  opinions in unfamiliar  circumstances.   * Face problems, trying   to resolve and learn  from them.   * Identify their current   strengths and  weaknesses.   * Develop an insight into their potential and capabilities. * Reﬂect upon their   progress and set goals for improvement.   * Know the ways in   which they learn best.   * Identify and practice   effective learning  strategies. |

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| **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: | | | | |
| Strand 1  **The importance of**  **keeping healthy.**   * Be aware of how to   care for their body  in order to keep it  healthy and well.   * Recognise and   practise basic  hygiene skills.   * Realise that growth   and change are part  of the process of life  and are unique to  each individual. | | Strand 1  **Strategies and skills**  **for keeping healthy.**   * Recognise and value   the options for a  healthy lifestyle  including the  beneﬁts  of exercise, rest,  healthy eating and  hygiene.   * Have respect for their   bodies and those of  others.   * Be aware of the   stages of human  growth and  development.   * Recognise how   responsibilities and  relationships  change  as people grow and  develop.   * Understand that   medicines are given  to make you feel  better, but that  some drugs are  dangerous.   * Understand that if   not used properly,  all products can be  harmful.   * Be aware that   some diseases are  infectious and some  can be controlled. | | Strand 1  **How to sustain there**  **health, growth and wellbeing.**   * Understand the beneﬁts of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene. * Recognise what shapes positive mental health. * Know about the harmful effects tobacco, alcohol,   solvents and other  illicit and illegal  substances can have  on themselves and  others.   * Understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed. * Know how the body   grows and develops.   * Be aware of the physical and emotional changes   that take place during  puberty.   * Know how babies are   conceived, grow and  are born.   * Know how the body   grows and develops.   * Recognise how   responsibilities  change as they  become older and   * Discuss major diseases throughout the world |
| **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 than 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. | |

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| **Theme 5 : RELATIONSHIPS** | | |
| **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| Teachers should enable pupils to develop knowledge, understanding and skills in  developing: | | |
| Strand 2  **their relationships with**  **family and friends.**   * Find out about their   own family.   * Talk about what   families do  together.   * Begin to recognise   how they relate  to adults and  other children.   * Identify who their   friends are.   * Explore what they do   together.   * Know how to treat   others. | Strand 2  **and initiating mutually**  **satisfying relationships.**   * Examine the variety of roles in families and the contribution made by each member. * Be aware of their   contribution to  home and school  life and the  responsibilities  this can bring.   * Know how to be a good friend. * Understand that they can take on some of the responsibility   in their family and  friendship groups. | Strand 2  **initiating and sustaining**  **mutually satisfying**  **relationships.**   * Examine and explore   the different  types of families  that exist.   * Recognise the   beneﬁts of friends and families.   * Find out about sources of help and support for what inﬂuences their * individuals, families   and groups.   * Explore and examine   views, feelings  and behaviour.   * Consider the   challenges and  issues that can  arise:  – at home;  – at school; and  – between friends  and how they can  be avoided,  lessened or  resolved. |

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| **Theme 6 : RULES, RIGHTS AND RESPONSIBILITIES** | | |
| **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| Teachers should enable pupils to develop knowledge, understanding and skills in  developing: | | |
| Strand 2    **their responsibilities for**  **self and others.**   * Realise why it   is necessary to  have rules in the  classroom and  the school.   * Develop a sense of what is fair. | Strand 2  **responsibility and respect, honesty and fairness.**   * Identify members   of their school  community and  the roles and  responsibilities  they have.   * Recognise the   interdependence  of members in the  school community.   * Be aware of   how the school  community  interacts.   * Begin to   understand why  and how rules are  made in class, in  the playground  and at school.   * Identify the   people, jobs and  workplaces in the  community.   * Realise that   money can  buy goods and  services and is  earned through  work.   * Understand that   rules are essential  in an ordered  community | Strand 2  **human rights and social**  **responsibility.**   * Explore and examine the rules within their families, friendship groups, and at school. * Understand the need for rules and that they are necessary for harmony at home   and at school.   * Identify the variety of groups that exist   within the  community and  their roles and  responsibilities.   * Consider the rights and responsibilities of members of the   community.   * Understand that rules are essential in an ordered community and the need for   different rules in  different  contexts.   * Examine the effects of antisocial behaviour. * Appreciate how   and why rules and  laws are created  and implemented. |

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| **Theme 7 : MANAGING CONFLICT** | | |
| **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| Teachers should enable pupils to develop knowledge, understanding and skills in  developing: | | |
| Strand 2  **how to respond**  **appropriately in conﬂict**  **situations.**   * Begin to take   responsibility for  what they say  and do. | Strand 2  **Constructive approaches to conﬂict.**     * Identify ways in which conﬂict may arise at home, and explore ways in which it could   be lessened,  avoided or  resolved.   * Identify ways in which   conflict may arise at  school, and explore  ways in which it could  be lessened, avoided  or resolved. | Strand 2  **causes of conﬂict and**  **appropriate responses.**   * Examine ways in which conﬂict can be caused by words, gestures, symbols or actions. |

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| **Theme 8 : SIMILARITIES AND DIFFERENCES** | | |
| **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| Teachers should enable pupils to develop knowledge, understanding and skills in  developing: | | |
| Strand 2  **similarities and differences.**   * Begin to recognise the similarities and differences in   families and the  wider community.   * Understand that everyone is of equal worth and that it is   acceptable to be  different.   * Celebrate special   occasions. | Strand 2  **similarities and**  **differences between**  **people.**   * Appreciate ways we are similar and different, for example age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work. * Be aware of their own cultural heritage, its traditions and   its celebrations.   * Recognise and value the culture and traditions of another group in the community. * Discuss the causes of conflict in their   community and  how they feel  about it.   * Be aware of the   diversity of  people around the  world. | Strand 2  **valuing and celebrating**  **cultural differences and**  **diversity.**   * Examine and explore the different types of families that exist, the roles within them, and the different   responsibilities.   * Know about aspects of their cultural heritage, including   the diversity of  cultures that  contribute to  Northern Ireland.   * Recognise the similarities and differences between   cultures in  Northern  Ireland, for  example food,  clothes,  symbols and  celebrations.   * Acknowledge that people differ in what they believe is right or wrong. * Recognise that people have   different beliefs  that shape the  way they live.   * Develop an awareness of the experiences, lives and cultures of people in the   wider world.   * Recognise how injustice and inequality affect people’s lives. * Recognise the similarities and differences between   different cultures  of the wider world  for example, food,  clothes, symbols  and celebrations.   * Understand that differences and similarities between people arise from a   number of facts  including cultural,  ethnic, racial and  religious diversity,  gender and  disability. |

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| **Theme 9 : LEARNING TO LIVE AS MEMBERS OF THE COMMUNITY** | | |
| **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| Teachers should enable pupils to develop knowledge, understanding and skills in  developing: | | |
| Strand 2  **learning to live as a member of a community.**   * Begin to understand the interdependent   nature of the  class/community  and themselves  as participant  members.   * Raise awareness   of their attitudes  to others in the  school community.   * Celebrate a special occasion. | Strand 2  **themselves as members of a community.**   * Recognise the   interdependence  of members in the  school community.   * Be aware of   how the school  community  interacts how  they listen and  respond to each  other and how  they treat each  other.   * Be aware of who   and what influences  their views, feelings and behaviour at  home.   * Be aware of who   and what influences  their views, feelings and behaviour at  school.   * Understand how   their environment  could be made better or worse to live in and what  contribution they can make | Strand 2  **playing an active and**  **meaningful part in the life**  **of the community and be**  **concerned about the wider**  **environment.**   * Explore and examine what influences their views, feelings and behaviour. * Recognise the importance of democratic decision making and active participation at home and in the classroom. * Appreciate the   interdependence of people within the community.   * Know about the   importance of democratic  decision- making and  involvement and the  institutions that support it at a local level.   * Develop an understanding   of their role and  responsibility as  consumers in society.   * Know about the range of jobs and work carried out by different people. * Know about the process and people involved in the   production, distribution  and selling of goods.   * Examine the role of   advertising at a local and/or global level.   * Explore how the media presents information |