



The Rosary Trust
St Clare's Catholic Primary
School
RHSE Policy

February 2025

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We must never lose sight that we are a Catholic School rooted in the Gospel Values placing Christ at the centre of all that it does: integrating Gospel values and the teachings of the Catholic Church into every aspect of learning, teaching and the totality of school life.

No matter what "Blessed are the poor in spirit, for theirs is the Kingdom of heaven" **Faithfulness and Integrity**

"Blessed are those who mourn, for they shall be comforted" **Dignity and Compassion**

"Blessed are the meek, for they shall inherit the earth" **Humility and Gentleness**

"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied" **Truth and Justice**

"Blessed are the merciful, for they shall obtain mercy" **Forgiveness and Mercy**

"Blessed are the pure in heart, for they will see God" **Purity & Holiness**

"Blessed are the peacemakers, for they shall be called children of God" **Tolerance and Peace**

"Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven" **Service and Sacrifice**

Our teaching about love and sexual relationships in a Catholic school is rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. This emphasises the importance of healthy relationships to human well-being, as the core learning within our RSHE curriculum.

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

OUR AIMS AND MISSION STATEMENT

With Jesus, we learn to love and love to learn.

Our Mission Statement commits us to help create loving, compassionate and responsible citizens. We follow Jesus' main two commandments "To love God with all your heart" and "To love one another"

We believe that our RSHE programme (embedded in our wider PSHE curriculum), is an integral part of this education in the love of God and humans, and as such it will enable all children to grow up into compassionate, healthy, happy, safe adults who are able to manage the challenges and opportunities of the modern life.

Objectives to develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility
- respect for the dignity of every human being – in their own person and in the person of others
- joy in the goodness of the created world and their own bodily natures
- responsibility for their own actions and a recognition of the impact of these on others
- recognising and valuing their own sexual identity and that of others
- celebrating the gift of life-long, self-giving love
- recognising the importance of marriage and family life
- fidelity in relationships.

Objectives to develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity, and dignity
- managing conflict positively, recognising the value of difference
- cultivating humility, mercy, and compassion, learning to forgive and be forgiven
- developing self-esteem and confidence, demonstrating self-respect and empathy for others
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately
- assessing risks and managing behaviours to minimise the risk to health and personal integrity.

Objectives to develop the following Health skills:

- building an understanding of mental health and wellbeing, how to nurture this and recognising when one may need help in this area
- identifying internet safety and harms
- developing a good routine for physical health and fitness as well as knowing the characteristics and mental and physical benefits of an active lifestyle.

The children at St Clare’s will know and understand:

- the Church’s teaching on relationships and the nature and meaning of sexual love
- the Church’s teaching on marriage and the importance of marriage and family life
- the centrality and importance of virtue in guiding human living and loving
- the physical and psychological changes that accompany puberty
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

RATIONALE

“I have come that you might have life and have it to the full.” John 10,10

“A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another.” John 13, 34

“If we accept that God’s love is unconditional, that the Father’s love cannot be bought or sold, then we will become capable of showing boundless love and forgiving others even if they have wronged us” (#108 Amoris Letitia)

We are involved in relationships sex and health education precisely because of God’s love for us. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school.

Our approach to RSHE therefore is rooted in the Catholic Church's teaching of the human person. At the heart of the Christian life is the Trinity: Father, Son and Holy Spirit in communion, united in loving relationships and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationships. The guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centered on Christ's vision of a human person.

All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from.

We are ensuring that RSHE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods are adapted to enable all children to access it.

We recognise how important RSH education is in celebrating the teaching of the Church on love and human sexuality.

Since our school is committed to the education of the whole person, teaching on relationships and sexuality is reflected in each relevant part of the curriculum. Whilst, some aspects of RSHE will be more appropriately explored in Science lessons and some more appropriately explored in RE lessons, each are informed by the other. Each discipline speaks with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Whilst promoting Catholic virtues, our schools will ensure that children and young people are offered a broad and balanced RSHE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on us.

Life to the full by Ten Ten

Life to the Full is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- **Created and loved by God** (this explores the individual)
The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others** (this explores an individual's relationships with others)
God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- **Created to live in community – local, national & global** (this explores the individual's relationships with the wider world)
Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

CHRISTIAN VIRTUES AND RSHE

Through our RSHE programme, we want our children to learn about Love, Faith and Hope as theological virtues; **chastity, temperance, charity, diligence, patience, kindness, and humility as Capital Virtues**. Each virtue is necessary to living well in relationship with others. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. These express the qualities of character that our school wants to develop in our pupils, through their exemplification by the whole school community. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

DELIVERY OF RSHE

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The Health element of RSHE is taught as part of our PSHCE curriculum and focuses on enabling all children to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain.

The topics include:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (Through Journey in Love, the Science curriculum and sessions delivered by health professionals as stated above)

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children.

WORKING WITH PARENTS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Parents must be consulted before this policy is ratified by the governors. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents have the right to withdraw their children from RSHE. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

The school recognises that parents are the prime educators of their children and will seek to support them in their task. It will ensure that parents are kept informed of what is happening in RSE in terms of content, delivery and timing.

ROLES AND RESPONSIBILITIES

Governors

- Contribute to the RSE policy, in consultation with parents and teachers
- ensure that the policy is available to parents
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs
- ensure that parents know of their right to withdraw their children from sex education within RSHE
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the statutory requirements of Relationship and Health Education within PSHCE.

Head teacher

- The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHCE/RSHE Co-ordinator

- The coordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training.

All Staff

- RSHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Pupils

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

POLICY DEVELOPMENT

This policy is being developed in consultation with staff, pupils and parents.

The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to share their thoughts on the draft policy.
- Pupil consultation – we investigated what exactly pupils want from their RSHE.
- Ratification – once amendments are made; the policy will be shared with governors and ratified.

Monitoring and Evaluation

The RE subject leader, the PSHE subject leader and the Science subject leader will monitor provision of RSE in the school. Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems.

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

Resources

The PSHE Association www.pshe-association.org.uk
Journey In Love 2020

TheUnderwearPANTSRule

www.nspcc.org.uk

www.tentenresources.co.uk/relationship-education

CEOP – National Crime Agency Command

www.thinkuknow.co.uk

[Water Safety Advice And Tips - Know The Risks \(mli.org\)](http://www.mli.org.uk)

Theme 1: Created and Loved by God
EYFS & KS1

KS2

<p>Education in virtue</p>	<p>In a Catholic school, pupils are growing to be: 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want</p>	<p>In a Catholic school, pupils are growing to be: 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears</p>
<p>Religious understanding of the human person: loving myself</p>	<p>Pupils should be taught: 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism</p>	<p>Pupils should be taught: 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics</p>

<p>Me, my body and my health</p>	<p>Pupils should be taught: Me 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities My body 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys My Health 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</p>	<p>Pupils should be taught: Me 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12) My body 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina) My health 2.1.3.8. How to make informed choices that have an impact on their health</p>
<p>Emotional well-being and attitudes</p>	<p>Pupils should be taught: Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences</p>	<p>Pupils should be taught: Emotional well-being 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves Attitudes 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p>

Life cycles and fertility		
<p>Pupils should be taught:</p> <p>Life cycles</p> <p>1.1.5.1. That there are life stages from birth to death</p>	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>2.1.5.1. How a baby grows and develops in its mother's womb</p> <p>2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)</p> <p>Fertility</p> <p>2.1.5.3. The nature and role of menstruation in the fertility cycle</p> <p>2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</p>	

<p>Education in virtue</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>1.2.1.1. Friendly, able to make and keep friends</p> <p>1.2.1.2. Caring, attentive to the needs of others and generous in their responses</p> <p>1.2.1.3. Respectful of others, their uniqueness, their wants and their needs</p> <p>1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them</p> <p>1.2.1.5. Courteous, learning to say, "please" and "thank you"</p> <p>1.2.1.6. Honest, able to tell the difference between truth and lies</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.2.1.1. Loyal, able to develop and sustain friendships</p> <p>2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different</p> <p>2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>2.2.1.5. Courteous in their dealings with friends and strangers</p> <p>2.2.1.6. Honest, committed to living truthfully and with integrity</p>
<p>Religious understanding of human relationships: loving others</p>	<p>Pupils should be taught:</p> <p>1.2.2.1. We are part of God's family</p> <p>1.2.2.2. All families are important</p> <p>1.2.2.3. That saying sorry is important and can help mend broken friendships</p> <p>1.2.2.4. Jesus cared for others</p> <p>1.2.2.5. That we should love other people in the same way Jesus loves us</p>	<p>Pupils should be taught:</p> <p>2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese</p> <p>2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation</p> <p>2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness</p> <p>2.2.2.4. The sacrament of marriage involves commitment and selfgiving. It is a formal, lifelong commitment</p>

Personal Relationships		
<p>Pupils should be taught:</p> <p>1.2.3.1. The characteristics of positive and negative relationships</p> <p>1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special</p> <p>1.2.3.3. There are different family structures and these should be respected</p> <p>1.2.3.4. Families should be a place of love, security and stability.</p> <p>1.2.3.5. The importance of spending time with your family</p> <p>1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>1.2.3.7. To recognise when people are being unkind to them and others and how to respond</p> <p>1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable</p>	<p>Pupils should be taught:</p> <p>2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong</p> <p>2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>2.2.3.3. Marriage represents a formal and legally recognised commitment</p> <p>2.2.3.4. For the Church, marriage has a special significance as one of the sacraments</p> <p>2.2.3.5. The characteristics of a healthy family life.</p> <p>2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences</p> <p>2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond</p> <p>2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</p> <p>2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised</p> <p>2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes</p>	

Pupils should be taught:
Keeping safe

- 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online
- 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable
- 1.2.4.3. The difference between good and bad secrets
- 1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation
- 1.2.4.5. Importance of seeking and giving permission in relationships.

People who can help me

- 1.2.4.6. Who to go to if they are worried or need help
- 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations

Pupils should be taught:
Keeping safe

- 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe
- 2.2.4.2. How to use technology safely
- 2.2.4.3. That not all images, language and behaviour are appropriate
- 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond
- 2.2.4.5. Importance of seeking and giving permission in relationships

People who can help me

- 2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them
- 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages
- 2.2.4.8. To keep asking for help until they are heard

Theme 3: Created to live in community (local, national and global)

EYFS & KS1

KS2

Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>
Religious understanding of the importance of human communities	<p>Pupils should be taught:</p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on who is my neighbour</p>	<p>Pupils should be taught:</p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>
Living in the wider world	<p>Pupils should be taught:</p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behaviour has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p>Pupils should be taught:</p> <p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage; human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>

