



Fawkham CE Primary School

Policy for PSHE including Relationships Education and Health Education.

July 2021

Fawkham CE Primary School

PSHE including Relationships Education and Health Education.

Church of England Vision for Education:

Deeply Christian, Serving the Common Good.

John Chapter 10 Verse 10 – I came that you may have life; life in all its fullness

Our Fawkham Family helps everyone to:-

- Follow in the footsteps of God, with God's love, help and guidance,
- Know that we are all special and different and that God has created us in this unique way
- Feel safe, happy and confident in our loving caring Christian family
- Work together through the living out day by day of our Core Christian Values
- Try our best, with the light of Jesus inspiring us to be the best that we can be ensuring that we flourish

DREAM, BELIEVE, ACHIEVE AT FAWKHAM CEP SCHOOL

We value diversity and promote equal opportunities for all.

1. Parties involved in the policy's development and consultation

- PSHE leader
- Teaching staff
- Parents contributing feedback and views about PSHE provision
- Headteacher
- Governing body
- Pupils

This policy reflects the Department of Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019. It also reflects the guidance from the PSHE Association and the guidance from the Diocese of Rochester. All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the school's website. Hard copies will also be available at the school office on request.

2. Introduction

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Fawkham Church of England Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study

developed from the PSHE Association's Primary Scheme of Work Planning Toolkit, which is recommended by the Department for Education. Our programme of study not only reflects the specific needs of our pupils but also reflects the universal needs shared by all pupils.

As a voluntary controlled primary school, from the Summer Term 2021, we must provide relationship and health education (RS&HE) to all pupils as per section 34 of the Children and Social work act 2017. We have reviewed and adjusted our PSHE program to meet the Department of Education (DfE) expectations (see Appendices 2-4) and this will be implemented from the Summer Term 2021.

Relationship and health education will be taught as part of our PSHE curriculum.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons.

3. Right to withdraw

Parents do not have the right to withdraw their child from relationship and health education; however, they do have the right to withdraw their child from the non-statutory /non-science components of sex education within PSHE.

4. Intent

Our school's overarching intent for our pupils is to provide a personal, social, health and economic (PSHE) education programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.
- An understanding of how PSHE-RSE links and connects with our Church of England school's ethos (see appendix 4).

5. Safeguarding

Staff are aware that effective PSHE (including health and relationships education) which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Staff will consult with the designated safeguarding lead- Miss Bridges - and in her absence their deputy safeguarding leads – Mrs Golding-Williams, Miss Richardson and Mrs Bamber as necessary. We will teach and use the correct terminology for body parts to help safeguard children. Visitors invited into PSHE lessons will follow school protocol that covers safeguarding procedures and a suitability process.

6. Implementation

We follow a programme of study developed from the PSHE Association's Primary Scheme of Work Planning Toolkit, which is recommended by the Department for Education. This means we cover all the relationships and health education objectives in detail (see appendices 2 and 3) but use the framework below which contains three core themes, the same for each key stage.

Relationships	Health and Wellbeing	Living in the wider world
<ul style="list-style-type: none"> • <i>Families and close positive relationships</i> • <i>Friendships</i> • <i>Managing hurtful behaviour and bullying</i> • <i>Safe relationships</i> • <i>Respecting self and others</i> 	<ul style="list-style-type: none"> • <i>Healthy lifestyles (physical wellbeing)</i> • <i>Mental Health</i> • <i>Ourselves, growing and changing</i> • <i>Keeping Safe</i> • <i>Drugs, alcohol and tobacco</i> 	<ul style="list-style-type: none"> • <i>Shared responsibilities</i> • <i>Communities</i> • <i>Media literacy and digital resilience</i> • <i>Economic wellbeing- money</i> • <i>Economic wellbeing – aspirations, work and career</i>

Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and also preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

7. Organisation/provision

We teach PSHE and RS&HE in a variety of ways. We have a dedicated curriculum time of 1 hour per week in both key stage 1 and key stage 2 where the lessons are delivered using the scheme of work developed from the PSHE Association's Primary Toolkit.

PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education, PE, ICT and worship.

In addition, PSHE is developed through whole-school activities and events:

- Our active school leadership teams, which meet regularly, work with SLT to drive positive change within the school
- We offer a residential visit which all children in Year 5 and Year 6 have the opportunity to participate in. This is Kingwood Outdoor Education Centre, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed weeks; our children take part in themed weeks and whole school events such as multicultural week.

- House Team Days enable children of all ages/year groups to work together
- Whole school annual camp night
- Visiting speakers.
- A variety of clubs which foster skills such as working as a team, mindfulness and resilience.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teaching to establish an effective and safe school environment. This is in addition to our children following our core Christian Values (care, respect, honesty, forgiveness, friendship, responsibility) and the school's vision 'life in all its fullness' which is at the centre of everything we do at Fawkham School.

8. Foundation Stage

In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. (For EYFS Ages and Stages see Appendix 1)

9. Teaching PSHE to children with special needs

All pupils, regardless of their needs must be part of PSHE and RS& HE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets. For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. Gifted and talented pupils are also stretched further via our extend and stretch tasks which encourage a deeper level of thinking.

10. Equality and Diversity

At Fawkham Church of England Primary School, we will also ensure PSHE is inclusive to ensure that all children can fully access our PSHE education provision. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language. We ensure PSHE fosters gender equality and LGBT equality in accordance with the Equality Act 2010.

11. PSHE and ICT

Learning in PSHE will compliment learning in computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the

world. Dedicated computer safety lessons within every ICT unit in all year groups mean that the children have lessons on computer safety every term. This is in addition to an active E-Ambassador Leadership Group who run assemblies on computer safety and provide a point of contact for any children needing advice about IT use.

12. Assessment and recording

We will assess the pupils learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem. We aim for mastery level in all children providing immediate impact initiatives for those children falling short of mastery level or for those who need extending further.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Every PSHE unit is assessed at the start of the unit to gauge the children's initial starting points and then again at the end of the unit. This evidences the progress the children have made in their learning for each unit. Pupils work in either an individual PSHE book or a whole class big book which records their work throughout the year. Children's work is marked in line with the school's marking policy.

13. Resources

The PSHE Leader is a member of the PSHE Association, which has an excellent website endorsed by the DfE and includes curriculum guidance, lesson plans, resources, and CPD training. Other resources used include: NSPCC and *Twinkl. The sex education resources that we use are Goodness and Mercy* which is created by the Bristol Diocese and written specifically for Church of England schools.

14. The role of the parents

The school is well aware that the primary role in children's relationship and health education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and collaboration.

In promoting this objective, we will:

- Inform parents about the school's PSHE policy and practice;
- Answer any questions that parents may have about the relationship and health education of their child;
- Notify parents when sex education lessons will take place where they will be invited to view the teaching materials ahead of the lesson if they so wish;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationship and health education in the school.

15. Monitoring and review

The PSHE Leader and SLT are responsible for monitoring the standards of children's work and the quality of teaching. The PSHE Leader attends external CPD which is then cascaded down to all other staff via in-house CPD at staff meetings. All colleagues are supported in the teaching of PSHE and information is shared about current developments in the subject.

The policy was written in the 2020/2021 academic year by the PSHE Leader, after consultation with parents, staff and pupils, and has been approved by the governors. It is up to date with current guidance from the Government and DfE. It will be reviewed in the 2021/2022 academic year.

For government expectations see appendices 1-3.

Written by: Mrs Golding-Williams (Deputy Headteacher and PSHE-RSE Leader)

To be reviewed: July 2022

Signed..... Date.....

(Chair of Governors)

Signed..... Date.....

(Headteacher)

Appendix 1 – EYFS Ages and Stages

30-50 Months Continued	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To tell adults when hungry or tired, or when they want to rest or play. • To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. • To usually manage washing and drying hands. • To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
	Understanding the World	People and Communities	<ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.

PSHE			
30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> • To select and use activities and resources with help. • To welcome and value praise for what they have done. • To enjoy the responsibility of carrying out small tasks. • To be more outgoing towards unfamiliar people and more confident in new social situations. • To be confident talking to other children when playing and communicate freely about own home and community. • To show confidence in asking adults for help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> • To be aware of own feelings and know that some actions and words can hurt others' feelings. • To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. • To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. • To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	<ul style="list-style-type: none"> • To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • To initiate play, offering cues to peers to join them. • To keep play going by responding to what others are saying or doing. • To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> • To be confident to speak to others about own needs, wants, interests and opinions. • To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> • To explain own knowledge and understanding, and ask appropriate questions of others. • To take steps to resolve conflicts with other children, e.g. finding a compromise.
		Making Relationships	<ul style="list-style-type: none"> • To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. • To be aware of the boundaries set and of behavioural expectations in the setting. • To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To eat a healthy range of foodstuffs and understand a need for variety in food. • To usually be dry and clean during the day. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • To practice some appropriate safety measures without direct supervision.

ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> • To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> • To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
		Making Relationships	<ul style="list-style-type: none"> • To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

Appendix 2 – Physical Health and Mental Wellbeing

By the end of primary school:

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.

	<ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). •how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

	<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • know how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3 – Relationship Education

By the end of primary:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<p>Respectful friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

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| | <ul style="list-style-type: none">• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources. |
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Appendix 4 - Aligning RSE (Relationships and sex education) to our Church of England (CE) values

Relationships Education

Key Stage 1

Pupils can talk about the fact that most Christians believe that God loves people and that God has always loved them as an individual and always will. Pupils can talk about why other people are special too (and how most Christians believe that they are created by and loved by God). Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people. Pupils can give examples of people doing things that hurt others. They can talk about how humans often let themselves down. They can describe simply what the word forgiveness means and talk about fresh starts. Pupils can talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they really hurt us.

Key Stage 2

Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, and pre-existed the world and carries on after death. Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love? Pupils can explain that most Christians believe in the in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others. Pupils can explain the Christian believe in the Fall and talk about how all people make mistakes and are treat others badly. Pupils can explore the consequences of bad behaviour and explain the Christian ideas about Repentance, Forgiveness Reconciliation and Peace. Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of your community. They can explain what behaviours might endanger faithfulness and why it is important for building security, trust and happiness.

Sex Education

Key Stage 2

Pupils can explain that most Christians believe that God loves all people with a love that is stronger and purer than the love of a husband, wife or partner. Christians believe (as do people of other faiths) that Love never dies or fails. Pupils can explain that most Christians believe that humans are beautifully created. They can explain that this means in a one to one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time. Pupils can explain that the majority of Christians believe that humans are Fallen and make mistakes and hurt people unintentionally and intentionally. Pupils can explain how the Christian idea of Forgiveness might help to keep intimate relationships going over time. Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long term committed relationships going over time.