

Vanguard Learning Trust



As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. We have a collective purpose and responsibility to provide effective teaching, through a curriculum based on equality of opportunity and entitlement that allows our students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, and the common aspiration that all students can achieve their potential.

Relationship, Sex and Health Education Policy

September 2022

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1. Introduction

1.1

At Hermitage Primary School, we believe that the teaching of relationships and sex education (RSHE) is essential in the promotion of spiritual, moral, cultural, mental and physical development to all our children. This teaching will help to prepare them for the opportunities, experiences and responsibilities of adult life. It is important that, as our children grow up, they come to understand their own bodies, instincts and feelings. They will be invited to recognise what healthy relationships should look like and the opportunities and responsibilities that these entail. We are committed to enabling children to recognise the importance of self-esteem, making responsible choices and caring for the body that they are in. The school is sensitive to the fact that children's environments may differ but seeks to place the teaching of relationships, sex and health education within the context of a secure and loving environment.

The school, trust and governors share a mutual belief that this part of the curriculum is of paramount importance within all of our children's education.

1.2

The aims of RSHE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

1.3

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Computing Policy and Safe Internet Use Policy
- Inclusion Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy
- PSHE
- Child Protection Policy

1.4

From September 2020, Relationships Education became compulsory for all primary schools as set out in the DfE Guidance (2021). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2021).

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSHE) that describes the content and organisation of RSHE. The policy is made available to parents/carers on request and is also

available on the school's website. The school governors' ensure that the policy is developed and implemented effectively.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

2. Delivery

2.1

We bring together emotional literacy, social skills and spiritual development in a comprehensive scheme of learning, Jigsaw. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. PSHE is designed as a whole school approach, with all year groups working on the same theme at the same time. This enables each theme to start with an introductory assembly, generating a whole school focus for adults and children alike.

Each lesson has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that our scheme is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Class teachers are responsible for the weekly delivery of PSHE. In Year 5/6 classes are separated by gender when taught about bodily changes and reproduction with students being taught by a staff member of the same gender. Two members of staff are always present for these lessons. The Senior Leadership Team monitors and evaluates our offer.

Class teachers assess the children throughout the year using the Jigsaw assessment criteria.

In addition to the above, children are taught about how to keep their bodies safe, using the materials published by the NSPCC. Teachers go through the PANTS rule with their classes at least once a year. The NSPCC also deliver an annual assembly based on the theme 'Speak Out, Stay Safe'.

We also cover issues around mental health, physical health, online safety and friendship during assemblies, anti-bullying week, online safety day and other such events throughout the academic year.

2.2

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

2.3

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RSHE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBTQ+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

2.4

As a school we feel we are committed to ensuring that females are made aware of the procedures in place for accessing as well as the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability, ensure that girls have access to appropriate sanitary products during school time.

3. Requirements and Responsibilities

3.1

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2021). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, they are free to continue with this approach.

The sex education requirements contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being.

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSHE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of health education, namely puberty and of species including plants and animals (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2021](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

3.2

Governors:

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Headteacher:

The headteacher and PSHE lead liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSHE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSHE policy, and that the policy is implemented effectively. The Headteacher will also ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

All staff benefit from PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Partnership:

The government guidance on Relationships, Sex Education and Health Education (DfE, 2021) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum. We hold yearly workshops to parents in years 5 and 6, where we can share the content of the lessons and answer any questions.

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE programme which covers RSHE. Parents and carers are/will be given the opportunity throughout the academic year to find out about and discuss the PSHE programme through:

- Parent/carer communication
- Feedback on policy
- Availability of resources

Staff:

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson – by using The PSHE Charter. Teachers and children will devise their own ground rules at the beginning of the year so that they have ownership of it, but will include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher

Parents/Carers:

Have the right to: Parents/carers have the right to withdraw their children from Sex Education provided at school.

Do not have the right to: Parents and carers cannot withdraw from any aspect of Relationships Education and also Health Education lessons covering the changing adolescent body (puberty).

Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PHSE Lead in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed.

3.3

External contributors from the community, e.g. health promotion specialists, school nuRSHEs, social workers, and community police and fire officers, make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme.

3.4

The Teaching & Learning (T&L) Committee of the governing body monitors the RSHE policy annually. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The T&L Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSHE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RSHE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. As materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home. The T&L committee monitors the RSHE policy on an annual basis.

The PSHE lead is responsible for monitoring the quality of teaching and learning in school, within this subject. They feedback to the Headteacher any strengths and areas for development. They provide staff training, support, and any resources for both PSHE and RSHE.

4. Equalities and Inclusion

4.1

Inclusivity is part of our philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. Pre-teaching will expose children to vocabulary beforehand so that they can access it in class with their peers. Children will be sat in mixed ability pairs so that peers can support each other.

Children at vulnerability to exploitation will be supported to ensure they have a secure understanding of their rights and responsibilities. Those identified with needing extra care for their social, emotional and mental health will be supported appropriately by staff within our school such as senior leadership team, well-being officer or support staff, as well as external agencies where necessary. Relationships Education, Sex Education and Health Education must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. As a school, we are mindful of the importance of preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

4.2

At Hermitage, we whole-heartedly believe that we have a responsibility to ensure that, as a school, our teaching of RSHE will foster good relations between pupils, tackle all types of prejudice – including

homophobia – and promote understanding and respect. The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, transgender, questioning and ace (LGBTQ+). The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

4.3

We respect and embrace the diversity of the Hermitage community. Young people from all faiths and backgrounds are entitled to a strong RSHE curriculum which guides them through the journey from adolescence to adulthood; enabling them to form healthy relationships and explore their own sexual awareness safely, including in the online world. Our RSHE provision is sensitive to the range of different values and beliefs we have within a multi-cultural and multi-faith society. We do this by:

- promoting values of equality and respect
- valuing diversity and anti-discriminatory practice
- ensuring understanding of how relationships work giving a context for understanding human sexuality and sexual health

4.4

As a school we recognise that, in line with KCSIE guidance, Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. Teachers in our school are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school’s safeguarding policy is followed.

As a general rule, a child’s confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they talk to the Designated Safeguarding Lead who takes action as declared in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Appendices

Appendix 1:



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 2:

Year 1 pupils should be taught to: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 3 pupils should be taught to: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Year 4 pupils should be taught to: Describe the simple functions of the basic parts of the digestive system in humans.

Year 5 pupils should be taught to: Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age

Year 6 pupils should be taught to: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Approval / Revision History

Revision date	By	Summary of Changes Made

List of appendices

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Appendix 1:

Table 1: Example table

Heading	Heading	Heading

Appendix 2:

Appendix 3: