Relationships, Sex and Health Education (RSHE) Policy

Approved by:	St Elizabeth Primary School Governing Body	**Date:** September 2026
Last reviewed:	September 2026	
Next review due by:	September 2027	

Date of Last Consultation:	September 2026
Next Consultation Due:	September 2028

This policy has been written using the **Catholic Education Service (CES) RSE Model Framework.**

In this policy the Governors and teachers, in partnership with their Diocesan Schools' Service, pupils and their parents, and, where appropriate, Academy Trustees, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

1. School Mission Statement

Inspiring and achieving lifelong learning in a welcoming Catholic community.

2. Consultation

When developing the RSHE policy the school has:

- Consulted with parents
- Reviewed the lesson content in line with the latest Diocese and DfE guidance
- Consulted with governors and the school's leadership team

3. Implementation and Review of Policy

This policy is implemented following consultation with the above stakeholders and will be reviewed every 2 years by the Executive Headteacher, RSHE Co-ordinator, RE Coordinator, SLT, Local Governing Body and Staff.

4. Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RSHE curriculum will also be published on the school's web site.

5. Defining Relationship and Sex Education

The DfE guidance states that "children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships". High quality RSHE does this by promoting their "moral, social, mental and physical development" and cultivating "positive characteristic including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness"[1]. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."[2] This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSHE should

[1] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.2

[2] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.7

"provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds…By supporting confidence and self-esteem, RSHE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex."[3]

6. Statutory Curriculum Requirements

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science.

However, the reasons for our inclusion of RSHE go further.

7. Rationale

'I have come that you might have life and have it to the full' (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. 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 and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship 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 relationship as it is there that sexuality grows and develops.

Following 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 centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

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. It will also prepare pupils for life in modern Britain.

8. Values and virtues

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 the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following

[3] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.11

virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

9. Aim of RSHE and the Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"[4] which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

10. 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.

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;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;

[4] *Gravissimum Educationis* 1

- how to keep themselves safe by assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To 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;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

11. Outcomes

Inclusion and Adaptive Teaching and learning

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

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, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

12. Broad Content of RSHE

Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

13. Curriculum Programme and Resources

The school uses **Ten Ten Resources'** ***Life to the Full Plus*** programme as its principal scheme for the teaching of Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic Education (PSHE).

Life to the Full is a fully resourced programme for Relationships and Health Education, developed specifically within a Catholic context and approved for use by Catholic dioceses across the country. It

is rooted in the Catholic understanding of the human person and the belief that every individual is created, chosen and loved by God. The programme is inclusive of all pupils and families while ensuring that teaching reflects the Catholic character, mission and values of the school.

The school subscribes to ***Life to the Full Plus***, which extends the core programme to fully integrate the wider PSHE and Health and Wellbeing curriculum. Through this programme, pupils receive a coherent and progressive curriculum which enables the school to meet the statutory requirements for Relationships and Health Education alongside the wider expectations of PSHE education.

Teachers follow the programme's planned progression while using their professional judgement to ensure that learning is appropriate to the age, maturity and needs of pupils, and reflects the context of our school community.

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification
- working through given scenarios

Resources and teaching for RSHE can be found at the TenTen website. Parents can view these resources at the following link:

https://www.tentenresources.co.uk/parent-portal/
USERNAME: st-elizabeth-e2
PASSWORD: friday-afternoon

14. Assessment in RSHE

Assessment in RSHE will be informal and ongoing and will be used to support teaching and learning rather than to formally grade or measure pupils' attainment. Teachers will assess pupils' understanding against the intended learning and content of each lesson through a range of approaches, including:

- questioning and discussion;
- observation of pupils' participation and responses;

- use of Ten:Ten Life to the Full Plus assessment tasks and materials
- review of pupils' verbal and written work where appropriate; and
- opportunities for pupils to reflect on and demonstrate their understanding.

Assessment information will help teachers identify pupils' understanding, address misconceptions and adapt future teaching where appropriate. There will be no formal tests or examinations in RSHE.

15. Parents and Carers

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 by letter when the more sensitive aspects of RSHE 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 consulted at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head of School. 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.

Please refer to the DfE's RSHE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw). (https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

16. Balanced Curriculum

Promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

17. Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme resides with the RSHE Coordinator, RE lead and Science lead.

However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

18. External Visitors

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools' [5].

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

19. Other Roles and Responsibilities regarding RSHE

Governors

- draw up the RSHE 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 the policy meets statutory requirements;
- ensure that parents know of their right to withdraw their children;
- 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 setting of RSHE within PSHE.

Executive Headteacher

The Executive Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service, Academy Trustees (where appropriate) and the Local Education Authority, also appropriate agencies.

PSHE/RSHE Co-Ordinator

The co-ordinator with the Executive Headteacher 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

[5] CES Checklist for External Speakers to Schools, 2016

the information relating to RSHE and the provision of in-service training. *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

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.

20. Relationship to other policies and curriculum subjects

This RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti Bullying Policy, Safeguarding Policy etc)

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods will be adapted to meet the varying needs of this group of pupils.

For pupils with high needs SEND the school may seek the advice of other professionals when designing resources and lessons to deliver the RSHE curriculum.

Learning about RSHE in PSHE classes will link to/complement learning in those areas identified in the RSHE audit.

21. Children's questions

The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

22. Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible (DSL or DDSL).

23. Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

24. Monitoring and evaluation

The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Appendix 1: Programme Overview

Module One:
Created and Loved by God
explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Religious UNDERSTANDING

Each learning stage focuses on a different gospel story, which is repeated in various ways over the week, giving rise to times of discussion, imaginative reflection and creative response.

EYFS

- Our uniqueness in real terms
- Celebrating differences and individual gifts, talents and abilities
- Looking after and using our bodies [including vocabulary around this topic]
- The necessity of when and how to say sorry in relationships new line
- A basic exploration of Jesus forgiveness and growing up as God's plan for us

KS1

- We are uniquely made by a loving God
- We have differences and similarities
- Key information about staying physically healthy
- Understanding feelings and emotions, including strong feelings such as anger
- The cycle of life from birth to old age.

LKS2

- Understanding differences respecting our bodies
- Puberty and changing bodies
- Strategies to support emotional well-being including practising thankfulness
- The development of pupils understanding of life before birth.

UKS2

- Appreciation of physical and emotional differences
- A more complex understanding of physical changes in girl and boys bodies
- Body image
- Strong emotional feelings
- The impact of the internet and social media on emotional wellbeing
- A more nuanced and scientific understanding of life in the womb and how babies are made
- Menstruation.

Life to the Full Plus in Module 1

The Life to the Full Plus sessions and classroom short videos for Module 1 focus on **Transition and Change**. From EYFS to UKS2, children will follow a journey which explores:

- Starting school and identifying changes to come
- Learning how to prepare for future changes alongside celebrating how they have already changed and grown
- Reflecting on change now they are older
- Feelings around big changes will feature, and children will learn how to prepare for new changes, including some coping strategies and how we can learn to rely on the constancy of God.
- A celebration of the journey of change peoples have been on
- Looking forward to upcoming changes including the transition to secondary school
- God's presence with us throughout our lives, and how this helps us to cope with change of all kinds

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and other relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.

At the start of each learning stage, we begin with a series of story sessions based on a key gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the prodigal son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.

EYFS

- Vocabulary to identify different family/ friend relationships
- The features of positive/ negative behaviour in relationships
- The importance of resolving conflict and asking for forgiveness where necessary
- Introducing the internet
- Recognising both positive and negatives of internet use
- Learning some basic rules to help them stay safe online
- Practical ways to stay safe inside and out
- Staying safe around medicines
- People who help us in emergencies

KS1

- Special people in their lives who they love and can trust
- Coping with various social situations and dilemmas
- The importance of saying sorry and forgiveness within relationships
- Explore the risks of being online

* Develop an understanding that not everything presented to them online is true.

* Learn the difference between good and bad secrets

* Learn to understand physical boundaries

LKS2

- Children to develop a more complex appreciation of different family structures
- Activities and strategies to help them develop healthy relationships with family and friends
- Techniques for managing thoughts, feelings and actions
- Learn how to stay safe online and in real life
- Begin to think critically about the content they encounter in the digital world and how to get help when they encounter inappropriate content online
- Explore themes of bullying and abuse through a series of animated stories
- Understand the importance of recognising and reducing risks associated with roads, railways, water and fire
- They will also learn in greater depth about the effects of drugs, alcohol and tobacco

UKS2

- Equip children with strategies for more complex experiences of relationships and conflict
- Identify and understand how to respond to spoken and unspoken pressure
- The concept of consent
- Further teaching on how our thoughts and feelings have an impact on how we act
- The concept of fairness is introduced, where pupils will consider what bullying, prejudice and discrimination are
- Risks of sharing and chatting online
- Equipping children to make safe and sensible decisions about what online content they should/shouldn't share
- A more complex understanding of different forms of abuse
- How drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning

Life to the Full Plus in Module 2

The main session content for Life to the Full Plus in Module 2 are the numerous Classroom Short videos available for LKS2 and UKS2 enhancing the existing Life to the Full sessions, covering topics such as critical thinking; safety out and about; prejudice and discrimination; types of abuse and the law.
In addition to this, LKS2 will have the opportunity to explore **Rights and Responsibilities** through a session and associated Classroom Short videos.

This session identifies legal rights, discussion scenarios where these are compromised, and offers an opportunity for pupils to consider how their own responsibilities relate to rights. The session celebrates diversity and how we all play a part in the Body of Christ.

Module Three:
Created to Live in Community
explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

Religious UNDERSTANDING

At every key stage children will learn that just like the Holy Trinity of God we are called to live and love in community. We are called to love God and love others.

Living in the WIDER WORLD

At every stage, the religious understanding from unit 1 is applied to real world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

Life to the Full Plus in Module 3

In Life to the Full Plus Module 3, each key stage has sessions and associated Classroom Short videos on the topics of **Careers and Money**.

EYFS	KS1	LKS2	UKS2
Careers			
Children will begin to explore the working world of jobs, focusing on their current strengths and aspirations.	Children will understand more about the purpose of work and the harmful impact of gender stereotypes in the workplace, alongside an introduction to the concept of vocation.	Further learning on careers considers where value will be placed on how school and ongoing learning options contribute to our future work opportunities.	A deeper exploration of the world of work call on getting and changing jobs, aspiration and goal setting, gender stereotypes, unemployment and more will be explored.
Money			
Money is introduced - this is underpinned by the religious understanding that our identity, value and worth comes from God.	Children will consolidate learning about what money is and they will explore the choices we have with our money.	Building on the theme of stewardship, pupils consider financial stewardship through budgeting activities, discussions about the pros and cons of different payment methods and learning about financial risks.	Children consider what influences our money choices, including God's call to live generously. Additionally, children will consider why some people have more money than others, developing an awareness of fairness and justice.