

St. Teresa's Catholic Primary School



Relationships, Sex and Health Education: A Journey in Love

A Guide for Parents and Carers

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'Christ be in our heads, in our hearts and in our hands'

Aims of Relationship and Sex Education (RSE)

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God
- To help pupils develop an understanding that love is the central basis of relationships
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships
- To offer sex education in the wider context of relationships.
- To ensure that pupils protect themselves and ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To help pupils to develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom of God.

Our Mission Statement places these aims and beliefs at the centre of all we hope to achieve. At St. Teresa's, our mission statement is:

'Christ be in our heads, in our hearts and in our hands'

It is with this mission that we share this booklet with our parents and carers. We recognise parents as the first and most important educators of their children and we hope that the information provided will support you in this most important role.

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Love is at the heart of our mission as a school, and at the heart of our Relationships, Sex and Health Education.

God is love (1 John 4:9), and through our love for others, we link ourselves with God the Father, through Jesus Christ his Son, and through the Spirit.

The programme for Relationships and Sex Education which we have chosen to share at St Teresa's is called 'A Journey in Love'. This booklet for parents and carers outlines how the programme is organised and what is covered in each year group.

All Relationship, Sex and Health Education (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.

Themes explored in each year group:

Reception: The wonder of being special and unique

Year One: We meet God's love in our family

Year Two: We meet God's love in the community

Year Three: How we live in love

Year Four: God loves us in our differences

Year Five: God loves me in my changing and development

Year Six: The wonder of God's love in creating new life

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EYFS

Reception - The wonder of being special and unique

Aim: To explore the wonder of being special and unique.

Social & Emotional - Learning Intention: *To recognise the joy of being a special person in my family.*

Physical – Learning Intention: *To recognise that we are all different and unique.*

Spiritual – Learning Intention: *To celebrate the joy of being a special person in God's family.*

Key words: God, unique, different, wonder, special, eyes, hair, boy/girl, hands, fingers, name, family, love, womb, describe, baptism, friends, generous, worried, noses

Key skills: listening, sharing, speaking, respecting, observing, praying, relating, celebrating and creating.

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Key Stage 1

Year 1 - We meet God's love in our family

Aim: To focus on families and specially growing up in a loving, secure and stable home.

Social & Emotional - Learning Intention: *To recognise signs that I am loved in my family.*

Physical – Learning Intention: *To recognise how I am cared for and kept safe in my family.*

Spiritual – Learning Intention: *To celebrate ways that God loves and cares for us.*

Key words: unique, friend, God, important, different, special, secure, love, care, commitment, stable, signs, healthy, safe, boundaries, kindness, teasing, truth, lies, bullying, positive, negative, wrong, unacceptable

Key skills: listening, observing, relating, speaking, respecting, praying, reflecting, understanding, recognising, supporting, celebrating, deciding

Year 2 - We meet God's love in the community

Aim: To describe how we are growing and developing in diverse communities that are God-given.

Social & Emotional - Learning Intention: *To recognise the joy and friendship of belonging to a diverse community.*

Physical – Learning Intention: *To describe ways of being safe in communities.*

Spiritual – Learning Intention: *To celebrate ways of meeting God in our communities.*

Key words: God-given, community, local, global, impact, responsibility, harm, improve, belonging, family, diverse, father/mother, carer/guardian, feelings, secrets, recognise, emotions, friendships, relationships, stereotypes, respect, equal

Key skills: listening, observing, relating, speaking, respecting, praying, reflecting, understanding, describing, recognising, informing, forgiving

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Lower Key Stage 2

Year Three - How we live in love

Aim: To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe.

Social & Emotional - Learning Intention: *To describe and give reasons how friendships make us feel happy and safe.*

Physical – Learning Intention: *To describe and give reasons why friendships can break down, how they can be repaired and strengthened.*

Spiritual – Learning Intention: *To celebrate the joy and happiness of living in friendship with God and others.*

Key words: God-given, belonging, family, diverse, father/mother, carer/guardian, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful, community

Key skills: listening, observing, relating, speaking, respecting, praying, reflecting, understanding, describing, articulating, welcoming, choosing wisely

Year Four - God loves us in our differences

Aim: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.

Social & Emotional - Learning Intention: *To describe how we all should be accepted and respected.*

Physical – Learning Intention: *To describe how we should treat others making links with the diverse modern society we live in.*

Spiritual – Learning Intention: *To celebrate the uniqueness and innate beauty of each of us.*

Key words: God, gifts, talents, difference, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, innate, beauty, dignity

Key skills: respecting, encouraging, recognising, appreciating, celebrating, relating

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Upper Key Stage 2

Year Five - God loves me in my changing and development

Aim: Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives.

Social & Emotional - Learning Intention: *To show knowledge and understanding of emotional relationship changes as we grow and develop.*

Physical – Learning Intention: *To show knowledge and understanding of the physical changes in puberty.*

Spiritual – Learning Intention: *To celebrate the joy of growing physically and spiritually.*

Key words: God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, biological, respect, reproduction, production, hormones, pituitary gland, uterus, fertilised ovum, fallopian tube, penis, vagina, cervix, womb, menstrual cycle

Key skills: respecting, adapting, relating, developing, considering, supporting, deciding, accepting, helping

Year Six - The wonder of God's love in creating new life

Aim: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.

Social & Emotional - Learning Intention: *To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.*

Physical – Learning Intention: *To explain how human life is conceived.*

Spiritual – Learning Intention: *To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.*

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Key words: God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, fiancé, fiancée, penis, testicle, scrotum, ovary, uterus, vagina

Key skills: categorising, observing, classifying, listening, questioning, speaking, relating, respecting, reflecting, thinking, identifying, accepting, empathising, understanding, communicating, presenting, evaluating, researching

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How will we organise lessons for Journey in Love?

- Before the programme begins, ground rules are set with the children regarding the kind of positive behaviour expected of every child,
- All children and teachers treat each other with respect; all questions and answers are listened to in a sensitive and sensible manner,
- Any child who is silly, or disruptive and who deliberately attempts to embarrass or hurt another member of the group, will be asked to leave,
- Children *may* be taught in smaller groups for some elements of the programme
- All children will cover the same topics within each year group, unless it is felt appropriate to amend the content for specific pupils with special education needs.
- Lessons may include; discussions, presentations, questions, written work, homework.

Love and diversity

The areas of learning are taught within the context of 'family life'. Teaching about different families is part of RSHE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: married and single parent families; recently divorced parents; parents who are not married, same sex couples, children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. Staff will emphasise the importance of strong and supportive relationships. Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSHE throughout the school and reflect our Single Equality Policy.

In KS2, the children will learn that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. They will learn to recognise and respect that there are different types of families, including single parents, same sex parents, step parents and blended families. We acknowledge that people are all different and that they are all made in the image and likeness of God. We also acknowledge that all relationships are founded on love, dignity, tolerance, respect etc.

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Respecting everyone

Our school environment applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training. Homophobic and transphobic references and, homophobic and transphobic bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

What if a child asks a difficult question?

During the sessions, we encourage the children to ask questions and discuss the concepts taught. All staff members receive annual training and the appropriate materials to help them to respond to pupils' questions and ideas sensitively.

There are specific areas that we feel should not be discussed within the context of our school lessons, e.g. contraception, as we feel that our children are not yet emotionally mature to handle these issues. These are all topics which are dealt with at secondary school.

If a child does ask a question outside the scope of our programme, it will be dealt with in a sensitive and caring manner. We would always ask the child concerned to discuss the issue with their parents.

How can I help?

- By talking with your child at home
- By discussing their work after each lesson
- By listening to any concerns
- By reassuring your child that you are there if they need to talk about anything
- By helping with any homework activities

What if I don't feel that my child is ready for this programme of work?

We ask that if parents feel that their child may not be quite ready for the content within the programme, they should put their concerns in writing and send them to the Headteacher.

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