



SS PETER & PAUL CATHOLIC PRIMARY SCHOOL

Relationship and Sex Education Policy

'Learning Together, Achieving Together in Christ'

- We welcome everyone into our loving and caring school, where we respect each other and ourselves.
- We inspire and motivate each other to achieve and grow using the talents given to us by God.
- We learn by questioning and challenging to become the best we can be.
- We celebrate the diversity within our community knowing that we all belong to God's family.
- We say sorry for our mistakes and forgive each other.
- We challenge everybody to be actively involved in our community.
- We pray together and celebrate the love of Christ.

Rationale

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

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE) are all underpinned by a theology of relationship and are all encompassed in the title 'Relationships and Sex Education' (RSE).

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our school. Our approach to relationship and sex education therefore is rooted in the Catholic Church's teaching. Any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of neighbour that we reciprocate God's love for mankind. As the term 'Relationship and Sex Education' indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically and physically towards our understanding of Christian maturity.

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and the Department for Education (DfE) reference will also be made to 'Sex and Relationship Education' (SRE) where connections are made to documents from Government and other sources. The DfE have a similar interpretation in their guidance documents, which state that SRE is 'lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and family life, stable loving relationships, respect, love and care. All relationship and sex education in our school will be firmly embedded in the PSHE/RSE framework as it is concerned primarily with nurturing the human wholeness of our pupils.

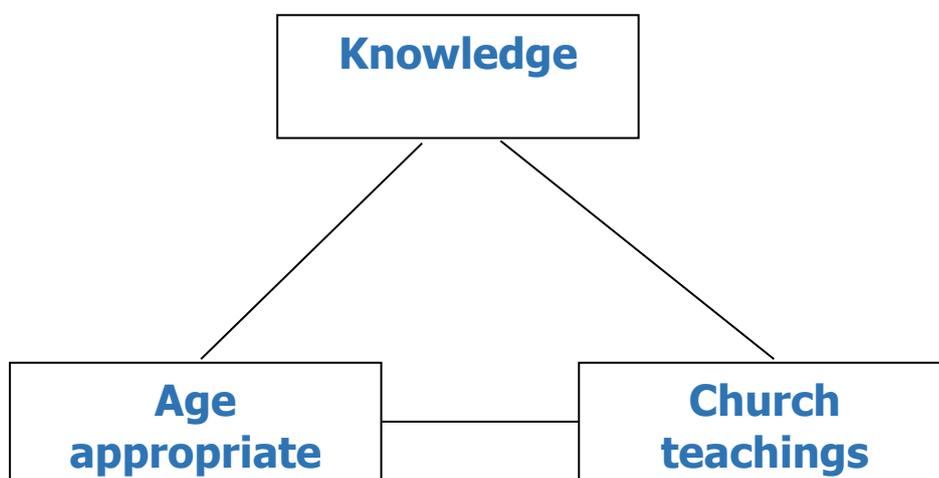
Since relationship and sex education will be in accordance with the Church's moral teaching, it will emphasise the central importance of marriage and the family. It will acknowledge that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

Aims of Relationship and Sex Education (RSE)

Sex education should provide information while keeping in mind that children and young people have not yet attained full maturity. The information has to come at a proper time and in a way suited to their age.'

To provide children with a 'positive and prudent sexual education' which is compatible with their physical and psychological maturity, effective RSE in SS Peter and Paul Catholic Primary School is designed around four cornerstone principles, namely: -

1. Pupils need clear, accurate and sound knowledge.
2. Church teachings are presented in a forthright and clear manner, using the specific references provided by the Church.
3. In presentation of both knowledge and Church teachings, age appropriateness and the awareness of child development is key.
4. Instruction matches the child's developmental level and as with all learning, awareness of individual differences.



5. The objectives of Relationships and Sex Education at SS Peter and Paul's Catholic Primary School.

- To provide our children with a knowledge and understanding of the Church's teaching on relationships and sexual love.
- To provide our children with a positive understanding of what constitutes good, loving relationships.
- To provide our children with a knowledge and understanding of the biological facts about human reproduction.
- To provide our children with the skills and confidence to defend themselves against unwanted pressures and to keep them safe.

Delivery of RSE

The Church recognises that parents are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development. Catholic schools help parents in this task and seek to work in partnership with them. Parents are consulted whenever the school's RSE policy is reviewed. They are given the opportunity to discuss the content of any programme of RSE that will be delivered and resources that are planned to be used.

RSE is taught more discretely through the subjects of Religious Education, Science and by way of our cross-curricular, topic based approach.

Relationship and Sex Education is a whole school issue. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility of care and safeguarding of pupils. They should actively contribute to guidance of the physical, moral and spiritual well-being of their pupils. This work must be in line with the school's Catholic ethos and current legislation.

All elements of RSE are contained within PSHE and Citizenship. Significant aspects of sex and relationship education remain part of the National Curriculum for Science. These will be taught to all pupils as parents are unable to withdraw pupils from National Curriculum lessons.

Key stage 1 (5 - 7)

- That humans move, feed, grow, use their senses and reproduce;
- To name the main external parts of the body;
- That humans grow from babies into children and then into adults and that adults can produce babies;
- To recognise similarities and differences between themselves and other pupils.

Key stage 2 (7 - 11)

- That the life processes common to humans and all animals include nutrition, growth and reproduction;
- The main stages of the human life cycle;

Teachers will use their professional judgement when addressing issues in RSE. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

Whilst we operate a whole school approach to Relationship and Sex Education through our RSE programme, pupils in the Spring term of Year Five will learn about the emotional and the physical changes of puberty. For this particular part of the curriculum, children will remain together at first prior to forming separate groups of girls and boys for extension discussions. A similar approach will operate in the Spring term in Year Six.

Resources

The role of parents and our day to day interactions in school are currently supported by the following curriculum resources: *Journey in Love*.

Assessment Recording and Reporting

A record is kept in teacher's planning of the delivery of RSE. The programme is assessed, monitored and evaluated by the co-ordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an appropriate level for each year group. Reporting is made in individual pupil's reports under 'General Development'.

Outside Agencies

The expertise of outside agencies will be used appropriately to support the school's delivery. The school is particularly thankful of the help available from local diocesan agencies and charities such as 'Life'.

Safeguarding Procedures

The school has procedures to deal with any sensitive issues or children thought to be vulnerable. Staff will pass on any concerns of this nature to the Designated Safeguarding Lead officer in school.

The Governing Body

The Governing Body, and Foundation Governors in particular, recognise their responsibility to ensure the RSE programme follows Diocesan principles and reflects the Church's teaching.

The role of Parents

The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.

The Governing body fully subscribes to the views expressed by the Bishops' Conference and will always ensure that:

- Parents are supported in their task
- Parents are consulted and kept informed of the RSE Programme; its contents, evaluation and review any subsequent developments.

Right of Withdrawal

It is our hope that parents would wish their children to be involved in the school's positive and prudent programme of relationship and sex education, following annual consultation regarding the school's approach. However, we recognise parents have the right to withdraw their children from those lessons not included in the National Curriculum Science, but request this decision is made *after* discussion with the headteacher.

Monitoring and Review

This policy will be monitored every two years by the RSE Co-ordinator and the Governing Body. Parents will be consulted before any proposed changes.

This policy has been formally adopted by the Governing Body of SS Peter and Paul Catholic Primary School. It will be reviewed by the Governors and headteacher in conjunction with all the staff two years from the date below.

Signed _____ Chair of Governors

Date _____

A Journey In Love

NURSERY - Wonder at God's Love

Physical

1. Children focus on their hands e.g. size, length of fingers, nails.
2. Children focus on each other's eyes and note colour and shape.
3. Children focus on their faces and whole body shapes, size, shape, features.

Social

1. Children look at pictures from previous session. Do they all look the same? Reinforce that all pictures disclose difference but each one is special.
2. How many boys and girls in the class?
3. Divide children into groups for a play activity.

Emotional

- 1 Children begin to observe and become sensitive to facial expressions.
- 2 Focus on individual expression.
- 3 Help children to discover the beauty of their smile.

Intellectual

- 1 Children focus on the cause of happy and sad feelings.
- 2 Identify the signs of happy/sad.
- 3 Observe expressions in photographs/newspapers etc.

Spiritual

- 1 Children focus on the wonders of God's world, e.g. people, animals, trees, land, sea, etc.
- 2 Children see their special place as part of the wonder of God's creation.
- 3 Read scripture text –

You created every part of me;
and put me together in my mother's womb.

Psalm 139:13

RECEPTION – God loves each of us in our uniqueness

Physical

- 1 Does it matter if we are different?
- 2 Look at me – How am I different from you?
- 3 Look at you – How are you different from me?

Social

- 1 With whom do I play with at school/home?
- 2 Why does (x) play with me?
- 3 Name favourite games.

Emotional

- 1 How do you feel about your friend?
- 2 Do you both have other friends at school/home?
- 3 Why do you play with them?

Intellectual

- 1 Is it important to have friends?
- 2 Describe a good friend.

Spiritual

- 1 Is Jesus our friend?
- 2 Read the story 'Jesus Welcomes the Little Children' and talk about children being special to God.
- 3 Who is the Mother of Jesus? Why is she special?

Year One – We meet God’s love in our family

Physical

- 1 Who is in my family? eg. Mother, father, brothers, sisters, grandparents etc.
- 2 How many children have babies in their family?
- 3 Remind children that babies come in different sizes: some have long legs, some with hair, some without hair, some big, some small.
- 4 Talk about how fast babies change and grow.

Social

- 1 Invite children to share their home research.
- 2 Parents share the wonder and excitement of these moments of growth and development for them.

Emotional

- 1 What are the happiest moments in your family? eg. birthdays, christenings, weddings.
- 2 What are the saddest moments in your family? eg. death of pets, leaving home.
- 3 How is love shown in your family?

Intellectual

- 1 Why do we need to grow up in families?
- 2 What happens if you grow up without a family? Would it be a happy experience?
- 3 What would you miss? How would it be different?

Spiritual

- 1 We are members of God’s family.
- 2 How were we born into God’s family?
- 3 What special title do we give to God as members of God’s family? eg. Our Father, Jesus our Brother, Holy Spirit our Friend and Guide.

Year Two – We meet God’s love in the community

Physical

- 1 Do you belong to a community?
- 2 What other community do you belong to?
- 3 How do you belong to these communities?

Social

- 1 Is belonging to a community important?
- 2 What do we receive from the community we belong to?
- 3 What do we give to the community we belong to?

Emotional

- 1 How does a community help us to develop our feelings and emotions?
- 2 Are we always happy in our community?
- 3 Are we, as a community, sometimes sad or upset?

Intellectual

- 1 Could people feel alone even though they belong to a community?
- 2 What would they miss out on?
- 3 What are the advantages of being on your own?

Spiritual

- 1 If God is called ‘Our Father’ what does that make us?
- 2 As children of God how should we treat each other?

Year 3 – How we live in love

Physical

- 1 Who takes care of me?
- 2 How do I look after myself? eg. Safety, crossing the road, healthy eating.
- 3 How am I changing?

Social

- 1 How do I keep myself safe?
- 2 How do I help others to make and keep friends?
- 3 How do I take care of others?

Emotional

- 1 How do you feel when a friend is not there for you?
- 2 How do your friends feel when you are not there for them?
- 3 How can you be a more supportive friend?

Intellectual

- 1 Can you recognise the difference between being alone and being lonely?
- 2 To recognise the need for personal privacy, eg. personal space.

Spiritual

- 1 Read or sing the story of Zacchaeus who was an outcast. Jesus accepted him as a friend, welcomed and forgave him.
- 2 How can I forgive and include others as Jesus did?
- 3 Write on a card what you like about your friend and share. Take the card home and keep it in a special place.

Year 4 – God loves us in our differences

Physical

- 1 Continue to recognise that all pupils grow and develop at a different rate.
- 2 Name the different male and female body parts and introduce their various functions.
- 3 Identify the development of the baby in the womb.

Social

- 1 How do I learn to accept and celebrate who I am?
- 2 How do I accept difference in others?
- 3 How do I deal with difference and manage the conflicts that arise?

Emotional

- 1 How do I appreciate my own gifts, talents, achievements and all that makes me unique?
- 2 How do I appreciate others and the gifts they have been given?
- 3 How do I deal with the natural, negative emotions that present themselves?

Intellectual

- 1 Can I identify and name my feelings?
- 2 Do I know and understand what these feelings are?
- 3 How do I deal with what I feel, and can I analyse my feelings and actions?

Spiritual

- 1 St Paul's teaching on love....
Love is patient and kind; it is not jealous or conceited or proud;
love is not ill-mannered or selfish or irritable;
love does not keep a record of wrongs;
love is not happy with evil, but is happy with the truth.
Love never gives up; and its faith, hope and patience never fail.
- 2 Sing 'peace, perfect peace...'

Year Five – God loves me in my changing and development

Physical and Intellectual

- 1 Identify and celebrate the ways I have changed since birth.
- 2 Discuss the external and internal changes which happen to boys and girls in puberty.
- 3 Recognise that sexual development is a natural part of human growth and that physical changes from child to adult means the ability and potential to become a mother or father.
The process of the menstrual cycle is to prepare the female body for reproduction.

Social / Emotional

- 1 Recognise behaviour changes as we grow up. Expectations are different and are often dependent on our experiences, and treatment by others, and our view of the world in which we live.
- 2 Reflect on ways to become more sensitive to the emotional development of oneself and others.

Spiritual

- 1 Ask children to share their understanding of change through poetry, prayer, art etc.
- 2 Share with each other and celebrate the wonder of change.

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

Physical

- 1 Explain how human life is conceived. Look at the illustrations of the organs of the human body including male and female reproductive organs.
- 2 Understand how a child grows within the mother's womb.

Emotional

- 1 Love is caring and sharing with another person. We can love many people. However, two people can be drawn to a love that at its deeper levels become more and more exclusive. Intimacies are shared with the loved one and not with others.
- 2 There is need for a basis for love, which is not only one-dimensional, such as, a common interest in music, sexual attraction, a shared interest in sport. A basis for love needs to grow and develop, so that the two people are more and more generous in their shared love.
- 3 The relationship requires time to mature and develop and ultimately people may decide to get married.
- 4 Without love, relationships will fail because living with another human being means that they will find out exactly what you are like, what kind of person you are (knowledge).
- 5 It comes back to the kind of person you are, and what qualities you bring to the relationship.

Social

- 1 Recognise and compile a list of the signs of love expressed in those around us, eg. signs of love between those who care for us, loving couples, older people.
- 2 Reflect on the different degrees of friendship that exist, eg. school friends, close friends, best friends, mixed gender friends, life-long friends

Spiritual

- 1 Understand that God causes new life to begin through the love that parents have for each other.
- 2 Celebrate God's creative love in creating us as his children and recognise that we grow as human beings to the extent we give and receive love. The ongoing understanding of marriage is living out love.
- 3 As Christians we can appreciate the sheer wonder of the sexual act. God created the incredible natural process by which husband and wife bring new life into the world. The church celebrates all this in the Sacrament of Marriage.