Our Lady of Perpetual Succour Catholic Primary School

We learn to love everyone as Jesus loves us.

RELATIONSHIP AND SEX EDUCATION POLICY

Definition of Relationship and Sex Education

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health". 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. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".
(The Welsh Assembly Government envisages that effective school RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being.)

Statutory Curriculum Requirements

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

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

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 RSE 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. RSE, 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) RSE 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 RSE 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 and support will be provided to help pupils deal with different sets of values.

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

Aim of RSE and the Mission Statement

At Our Lady's:

We learn...
We learn to love...
We learn to love everyone ...
We learn to love everyone to love everyone as Jesus loves us

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE 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" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

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 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;
- 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.

OUTCOMES

Inclusion and Differentiated Learning

We will ensure RSE 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.

Broad Content of RSE

Three aspects of RSE - 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.

The school uses 'Journey in Love' and the programme contains the following themes:
Theme 1 – Created & loved by God.
Theme 2 – Created to love others
Theme 3- Created to live in community (local, national and global)

See appendix 1 for a breakdown of key objectives for each phase.

See appendix 2 for a breakdown of year group themes.

Programme/Resources

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

(See also 'Sex and Relationship Guidance '. DCSF 2000 for more detail)

Through a variety of methods the school evaluates the RSE provision. For example,

- Teachers and student feedback.
- Record of work – through year groups
- Floor book
- Evidence cold also include videos, photographs and drama.

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 RSE 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 RSE 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 RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.
Parents have the right to withdraw their children from RSE 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 headteacher. 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.

Balanced Curriculum

Whilst 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 RSE 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 RSE (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.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with…..(the relevant curriculum staff; this will normally include science, religious education, physical education, RSE and PSHE). However, all staff will be involved in developing the attitudes and values aspect of the RSE 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.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. 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 'Protocol for Visitors to Catholic Schools'

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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.

Other Roles and Responsibilities Regarding RSE

Governors

- Draw up the RSE 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 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 RSE within PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

RSE Co-ordinator

The co-ordinator with the head teacher 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 the information relating to RSE 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

RSE 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 RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. 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.

Relationship to other Policies and Curriculum Subjects

This RSE 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, Bullying policy, Safeguarding Policy etc.)
Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

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

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSE 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 RSE. These may be 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 RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 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.

Supporting Children and Young People Who Are At Risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE 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.

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 RSE 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 circumstance 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

Monitoring and Evaluation

The RSE 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.

This policy has been put together after consultation meetings with Parents, Staff and Governors.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Autumn term 2017.

This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff.

The next review date is September 2019

Signed:

Dated:

Appendix 1

Theme 1: Created and Loved by God

	EYFS & KS1	KS2
Education in virtue	**In a Catholic school, pupils are growing to be:** 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want	**In a Catholic school, pupils are growing to be:** 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears
Religious understanding of the human person: loving myself	**Pupils should be taught:** 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism	**Pupils should be taught:** 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics.

	EYFS & KS1	KS2
Me, my body and my health	**Pupils should be taught:** **Me** 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities **My body** 1.1.3.1. The names of the external parts of the body 1.1.3.2. The similarities and differences between girls and boys **My Health** 1.1.3.3. How to maintain personal hygiene 1.1.3.4. What constitutes a healthy life-style, including physical activity, dental health and healthy eating.	**Pupils should be taught:** **Me** 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12) **My body** 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina) **My health** 2.1.3.8. How to make informed choices that have an impact on their health
Emotional well-being and attitudes	**Pupils should be taught:** **Emotional well-being** 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings **Attitudes** 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences	**Pupils should be taught:** **Emotional well-being** 2.1.4.1. Their emotions may change as they approach as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves **Attitudes** 2.1.4.5. That some behavior is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources

	EYFS & KS1	KS2
Life cycles and fertility	**Pupils should be taught:** **Life cycles** 1.1.5.1. That there are life stages from birth to death	**Pupils should be taught:** **Life cycles** 2.1.5.1. How a baby grows and develops in its mother's womb 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age) **Fertility** 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova

Theme 2: Created to love others

	EYFS & KS1	KS2
Education in virtue	**In a Catholic school, pupils are growing to be:** 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, "please" and "thank you." 1.2.1.6. Honest, able to tell the difference between truth and lies	**In a Catholic school, pupils are growing to be:** 2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honesty, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	**Pupils should be taught:** 1.2.2.1. We are part of God's family 1.2.2.2. That saying sorry is important and can help mend broken friendships 1.2.2.3. Jesus cared for others 1.2.2.4. That we should love other people in the same way Jesus loves us	**Pupils should be taught:** 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.3. The sacrament of marriage involves commitment and self-giving

Personal Relationships	**Pupils should be taught:** 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special. 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.5. To recognise when people are being unkind to them and others and how to respond. 1.2.3.6. Different types of teasing and bullying which are wrong and unacceptable.	**Pupils should be taught:** 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong. 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.4. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.5. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.6. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurized 2.2.3.7. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes.
Keeping safe and people who can help me	**Pupils should be taught:** **Keeping safe** 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation. **People who can help me** 1.2.4.5. Who to go to if they are worried or need help 1.2.4.6. That there are a number of different people and organisations they can go to for help in different situations.	**Pupils should be taught:** **Keeping safe** 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behavior are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond **People who can help me** 2.2.4.5. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.6. How to report and get help if they encounter inappropriate materials or messages

Theme 3: Created to live in community (local, national and global)

	EYFS & KS1	KS2
Education in virtue	**In a Catholic school, pupils are growing to be:** 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally 1.3.1.3. Active in their commitment to bring about change	**In a Catholic school, pupils are growing to be:** 2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
Religious understanding of the importance of human communities	**Pupils should be taught:** 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in community 1.3.2.3. Jesus' teaching on who is my neighbour	**Pupils should be taught:** 2.3.2.1. God is Trinity – a communion of persons 2.3.2.2. The key principles of Catholic Social Teaching 2.3.2.3. The Church is the Body of Christ
Living in the wider world	**Pupils should be taught:** 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behavior has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live 1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands	**Pupils should be taught:** 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.) 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread 2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another

Appendix 2.

Relationships and Sex Education
A Summary Grid for Journey In Love 2017

	Theme	Physical	Social	Emotional	Intellectual	Spiritual
Nursery	**Wonder at God's Love** Learning Objective: Children begin to know and understand that they are part of the wonder of God's love and creation. *Key words:* *God, wonder, love, creation, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size*	Children focus on their hands, eyes and faces	Do we all look the same? Boys and girls. We are all unique	Focus on facial expressions and the beauty of a smile.	What makes me happy and sad?	The wonders of God's world. I am part of God's special creation.
Reception	**God loves each of us in our uniqueness** Learning Objective: Children know and understand that God has made them unique and that although we are all different we are all special to him. *Key words:* *God, unique, different, special, eyes, hair, boy/girl, hands, fingers, name, family, love, womb, describe.*	Does it matter if we are different? How are we different?	Who do I play with? Why does X play with me? Favourite games	How do you feel about your friends? Do you have other friends at home? Why do you play with them?	Is it important to have friends? Describe a good friend	Is Jesus our friend? Jesus makes children welcome -scripture. Who is the mother of Jesus? Jesus grew for nine months in Mary's womb.
Year 1	**We meet God's love in our family** Learning objective: Children know and understand that they are growing and developing as members of their own family and God's family. *Key words:* *Unique, friend, God, important, different, special*	Who is in my family? Do you have babies in your family? Discuss differences and how babies change and grow.	Share their own growth and development.	What are the happiest moments in your family? What are the saddest moments? How is love shown in your family?	Why do we need to grow up in families?	We are members of God's family? How were we born into God's family? What special titles do we give to God as members of His family?
Year 2	**We meet God's love in the community** Learning Objective: Children know and understand that they are growing and developing in a God-given community. *Key words:* *God, community, family, father/mother, carer/guardian, feelings, emotions*	Do you belong to a community? How do you belong to a community?	Is belonging to a community important? What do we receive/give?	How does a community help us to develop our feelings and emotions? Are we always happy in our community?	Could people feel alone even though they belong to a community? What are the advantages of being on your own?	If God is called 'Our Father' what does that make us? As children of God how should we treat each other?
Year 3	**How we live in love** Learning Objective: Children know and understand the virtues essential to friendship, eg loyalty, responsibility... and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness. *Key words:* *personal privacy, personal space*	Who takes care of me? How do I look after myself? How am I changing?	How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others?	How do you feel when a friend is not there for you? ...you are not there for them? How can you be a more supportive friend?	Can you recognise the difference between being alone and being lonely?	How can I forgive and include others?

Relationships and Sex Education
A Summary Grid for Journey In Love 2017

Year 4	**God love us in our differences** Learning Objective: Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change. *Key words:* *gifts, talents, difference, development, change, conflict, appreciate, celebrate, achievement, male and female body parts*	Continue to recognise that all children grow and develop at different rates. Name male and female body parts and various functions. Development of baby in womb.	How do I learn to accept and celebrate who I am? How do I deal with difference and manage conflict?	How do I appreciate my own gifts, talents, achievements and all that makes me unique, and those of others? How do I deal with the natural, negative emotions that present themselves?	Can I identify and understand my feelings? How do I deal with feelings?	Love in scripture.
Year 5	**God loves me in my changing and development** Learning Objective: Children know and become aware of the physical and emotional changes that accompany puberty - sensitivity, mood swings, anger, boredom etc. and grow further in their understanding of God's presence in their daily lives. *Key words:* *God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, menstruation, ovulation, production, reproduction, hormones*	Identify and celebrate changes since birth and the external/internal changes which happen in puberty. Recognise that these changes are a natural part of human growth and that physical change means the ability to become a parent. The purpose of the menstrual cycle is to prepare the female body for reproduction. Discuss menstruation and ovulation.	Recognise and reflect on social and emotional changes as we grow up. Reflect on ways to become more sensitive to the emotional development of ourselves and others.			Share understanding and celebrate the wonder of change.
Year 6	**The wonder of God's love in creating new life** Learning Objective: Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God. *Key words:* *appropriate, dignity, sexuality, intercourse, conceive, relationship, uterus, fallopian tubes, marriage*	Conception of human life, looking at illustrations of reproductive organs. Sexual intercourse as a joyful expression of love. Facts: penis is placed in vagina and releases sperm which swims to the uterus and into the fallopian tubes. Growth of baby.	Recognise signs of love expressed by those around us. Reflect on the different degrees of friendship which exist.	Developing relationships, love and commitment		God created the natural process by which new life is brought into the world. The Church celebrates this in the Sacrament of Marriage