

# Relationships and Sex Education in Catholic Schools

The teaching about love and sexual relationships in Holy Name must be rooted in the Catholic Church's teaching about what it is truly human.

This programme of study covers Key Stages 1 to 2 and is based on three core themes within which there will be broad, overlap and flexible to the age, ability of the pupils.

**The three themes are:**

- 1. Created and loved by God**
- 2. Created to love others**
- 3. Created to live in our society and the wider world.**

We encourage our staff to select content that is relevant to their pupils and use these as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below. Throughout this Implementation Plan, whilst highlight the programme of study it will highlight the links to subject areas: [RSHE - Blue](#), [Science - Green \(Bold Statutory\)](#) and [Virtues- Purple in line with the RE Come and See Framework](#)

# The Foundation Stage

In Foundation Stage, children are growing in their awareness that they exist in relationships with other people beyond themselves and their immediate families. Understanding how they care and value themselves is a crucial part of developing self-esteem and personal confidence in the early years. Only through having a sense of self-worth can they begin to appreciate the worth of others. The following simple statements of personal growth could be used to guide development of behaviour and character with the under-fives. Teaching about developing character at a young age is about recognising that they have a choice about how to behave towards themselves and other people.

In the foundation stage, we are growing to be:

- Children who notice others.
- Children who can think about others.
- Children who know something about God.
- Children who can talk about why they are feeling happy or sad.
- Children who choose kindness.
- Children who know what the truth means.
- Children who do our best.

## **Personal, social and emotional development: Early Learning Goals**

- **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- **Managing feelings and behaviour:** children communicate about how they and others show feelings, communicate about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

# Key Stages 1 and 2

## Theme 1. Created and loved by God.

Children below the age of seven are really just beginning to understand how to relate to others in the world. The aim of this theme is to clarify how children take responsibility for their own behaviour and how this can affect the well-being of others. They are statements of growth rather than attainment as they recognise many children at this age are pre-evangelised and are just developing habits of behaviour to shape their lives. Education in virtue is about journeys in relationships with oneself and with others, learning how to live a balanced, joyful life. As pupils progress through Key Stage Two they will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God. They should also learn how prayer enables them to reflect and develop a relationship with God and offers opportunities for reflection and growth. By the end of year six, they should begin to be able to explain why they have made the choices they have made.

### Key Stage 1

Pupils should have the opportunity to learn:

1. Describe the importance for humans for exercise, eating the right amounts of different types of food, and hygiene
2. To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health to recognise that choices can have good and not so good consequences
3. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

### Key Stage 2

Pupils should have the opportunity to learn:

1. **Describe the differences as humans develop to old age**
2. **Learn about changes experienced in puberty.**
3. **Describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird**
4. **Describe the life process of reproduction in some plants and animals**
5. *Draw a time line to indicate the growth and development of humans.*
6. *Work scientifically by researching the gestation periods of animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows*

4. Rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment)
5. **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense**
6. *Pupils should have opportunities to learn the names of the main body parts (including head, neck arms, elbows etc.)*
7. *Growing into adults can include references to egg, baby, toddler, child, teenager and adult.*
8. To say thank you to God
9. To know when they are happy and sad
10. To be happy when they are learning how to behave with kindness
11. To identify that they are special people made in the image and likeness of God (family, friends, carers) what makes them special and how special people should care for one another
12. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

7. *Pupils should build on their learning about the main body parts and internal organs (skeletal, muscular and digestive system)*
8. *Pupils should learn how to keep their bodies healthy*
9. *Pupils should find out about different types of reproduction and asexual reproduction in plants and sexual reproduction in animals*
10. What is important for personal happiness and a closer relationship with God
11. To recognise dignity in themselves and in others
12. Know that they are created for a purpose Value themselves as a child of God, life is precious and their body as God's gift to them
13. Recognise that their actions affects themselves and others

## Theme 2. Created to love others

Pupils learn how to live in relationships with others through experience and through following examples of fulfilling, happy relationships. These relationships will be within families, friendships and communities such as the classroom and the parish. They will also learn through growing in their 'love of neighbour', about compassion, kindness and being thoughtful. They should also begin to exercise some practical wisdom about behaviour that is good and behaviour that is risky or negative, such as bullying or any form of abuse and recognise that asking for help when a relationship feels wrong is brave and courageous. They will begin to appreciate difference in relationships and the importance of treating everyone equally.

### Key Stage 1

Pupils should have the opportunity to learn:

1. Communicate feelings to others, to recognise how others show feelings and how to respond
2. To identify and respect the similarities and differences between people
3. To recognise how their behaviour affects other people
4. About people who look after them, their family networks, who to go to if they are worried
5. To recognise that they share a responsibility for keeping themselves and others safe (when to say yes, no, I will ask and I will tell)
6. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
7. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
8. That there are different types of teasing and bullying that these are wrong and unacceptable
9. How to resist teasing or bullying if they experience or witness it who to go to and how to get help

### Key Stage 2

Pupils should have the opportunity to learn:

1. To recognise and respond appropriately to a wider range of feelings in others
2. 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 (See protected characteristics of the Equality Act 2010)
3. To recognise their increasing independence brings increased responsibility to keep themselves and others safe
4. What being part of a community means and about the various institutions which support locally and nationally
5. There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment
6. About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people
7. To be aware of different types of relationships including those between acquaintances, friends, relatives and family

<ul style="list-style-type: none"> <li>10. Names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls</li> <li>11. To develop their relationship with God through prayer and acts of worship</li> <li>12. To care about other people and know how Jesus cared for others</li> </ul>	<ul style="list-style-type: none"> <li>8. To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so</li> <li>9. To recognise ways in which relationships can be unhealthy and who to talk to if they need support</li> <li>10. To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>11. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help</li> <li>12. To recognise and manage dares</li> <li>13. Recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness</li> <li>14. Know the rituals celebrated in Church that mark life, particularly birth, marriage and death</li> <li>15. That marriage is an example of a stable loving relationship, and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and are of legal age to make that commitment</li> <li>16. How prayer makes space for God in their lives and offers opportunities for reflection and growth</li> <li><b>17. Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.</b></li> </ul>
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## Theme 3. Created to live in our society and the wider world

God calls us to live in friendship with Him. This shows we are worthy of love. Pupils need to grow in their understanding that God has been generous towards them by giving them a body, mind and spirit. As part of a relationship with God we are called to care for our bodies and know that they change emotionally and physically. As they grow, pupils should develop their self-respect and self-confidence through understanding their emotional and physical development. From understanding that they are unique, pupils should appreciate diversity and respect others as equals, as individuals, in groups and in communities. They should have a sense of justice, understanding rights and responsibilities and have a growing sense of purpose about their lives.

Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>1. People and other living things have needs and that they have responsibilities to meet them (including take turns, share and understand the need to return things which have been borrowed)</li> <li>2. That they belong to various groups as communities such as home, school and parish</li> <li>3. What harms and improves their own environment and community and about some of the ways people look after them and the world in which they live</li> <li>4. The difference between secrets and surprises and the importance of not keeping adult secrets only surprises</li> <li>5. What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>6. How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</li> <li>7. About people who look after them, their family networks, who to go to if they are worried and how to attract attention, ways that pupils can help these people look after them.</li> </ol>	<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> <li>1. The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret</li> <li>2. Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact</li> <li>3. To know that there are some cultural practices which are against British law and universal rights</li> <li>4. Understanding that actions such as female genital mutilation (FGM) constitutes abuse, are a crime and how to get support if they have fears for themselves or their peers</li> <li>5. How their body will and emotions may change as they approach and move through puberty</li> <li>6. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media</li> <li>7. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong</li> </ol>

<p>8. To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'</p> <p><b>9. That animals including humans have offspring which grow into adults</b></p> <p><i>10. Pupils should be introduced to the processes of reproduction and growth in animals...they should not be expected to understand how reproduction occurs</i></p> <p>11. To think about their behaviour, including being truthful</p> <p>12. To be self-aware</p> <p>13. To know when to stop doing things and why this is a good idea</p>	<p>8. To differentiate between the terms risk, danger and hazard</p> <p>9. That bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>10. What positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>11. How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle</p> <p>12. To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>13. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>14. About change including transitions (between key stages and schools) loss, separation, divorce and bereavement</p> <p>15. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</p> <p>16. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>17. Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those</p> <p>18. To develop a deeper understanding of what is moral behaviour</p> <p>19. Explain why they have made the choices they have made</p>
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## APPENDIX 1: A GOVERNOR/SCHOOL AUDIT FOR MONITORING RSE

This checklist is to support the school's processes of self-evaluation and should be completed in partnership with governors and those responsible for RSE in the school.

Criteria	Fully	Partly	Actions Needed/Responsibility/Timescales
The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure that the needs of the children are being met.			
The policy has been ratified by the full governing body.			
The policy is consistent with the Catholic mission and ethos statement of the school and in accordance with Catholic teaching.			
The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies.			
Findings from any review and monitoring processes are written into the school's development plan.			
There is a statement included in the school's prospectus regarding the school's approach to RSE.			
Details of the RSE curriculum are published on the school's web site.			

Criteria	Fully	Partly	Actions Needed/Responsibility/Timescales
There is a designated senior member of staff (or team) responsible for RSE in the school with an agreed description of their role and responsibilities in relation to RSE.			
There is a designated governor to monitor and feedback to full Governors for RSE.			
Governors are aware of how RSE is taught across the school and have been engaged in the choice of resources used.			
RSE is regularly a standard item at Governor curriculum meetings.			
A range of appropriate RSE resources are used to meet the needs of all pupils.			
Clear, developmental schemes of work identify the elements of RSE taught across subjects and show how the requirements of RSE within PSHE and the National Curriculum are covered.			
Parents/carers are regularly made aware of how RSE is taught throughout the school.			
Parents/carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.			

Criteria	Fully	Partly	Actions Needed/Responsibility/Timescales
The school is supporting parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home?			
The policy has been disseminated among staff (including support staff and chaplaincy), pupils and parents/carers and included in induction arrangements for new staff, pupils and prospective parents.			
All staff understand their role in the delivery of RSE.			
Staff training needs are audited to help determine the programme of CPD for RSE.			
The policy takes into account issues related to equal opportunities.			
There is a confidentiality policy developed in consultation with parents/carers, young people and governors. The policy supports RSE by setting out clear boundaries for pupils and parents about the sharing of information and how to make the learning environment safe.			
<p><b>Next steps:</b></p>  <p><b>Completed by:</b> _____ <b>Date:</b> _____</p>			

