



**Good Shepherd Catholic  
Primary & Nursery School**

**RELATIONSHIP EDUCATION POLICY**

**Last Review Date: July 2025**

**Next Review Date: July 2028**

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 of the human person and is presented positively and prudently.

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 the Diocese of Southwark and as advocated by the DFE, all Relationship and Sex education in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

All Relationship and Sex Education will be in accordance with the Church's moral teaching. It will emphasise the importance of the Sacrament 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.

### **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 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/reign of God.

## **Delivery of Relationships and Sex Education**

Relationships and Sex Education is taught through our life style in school and through the subjects of Religious Education, Science, PSHE and by way of a cross-curricular, integrated approach as a fundamental part of the Catholic Life of the school.

All elements of PSHE and Citizenship, whilst non-statutory at Key Stage 1 and 2, are covered. Significant aspects of Relationship and Sex Education remain part of the National Curriculum for Science. These will be taught to all pupils. (Parents are unable to withdraw pupils from such 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.

We acknowledge that every area of school life can potentially contribute to Relationships and Sex Education as the school, of its very nature operates through positive human relationships. We recognise, value and greatly appreciate the contribution made by all members of staff in deepening the quality of our Christian community.

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

While we operate a whole school approach to Relationship and Sex Education through our RSE Programme, pupils in Year 5 will learn about the emotional and the physical changes of puberty. A similar approach will operate in in Year 6 when pupils will cover the life cycle and sexual intercourse.

## **Resources**

We acknowledge that parents and carers are the key persons for children learning about Relationships and Sex; the foremost educators. Our role and our programme simply complement their role in nurturing their children's human wholeness. However, the role of parents and our day to day interactions in school are currently supported by the following curriculum resources: Journey in Love

## **Journey in Love Content**

“Journey in Love” is one of the programmes recommended in this Diocese for the teaching of Sex and Relationship Education in Primary and Secondary Schools.

A Journey In Love is a resources created by Sister Jude Groden of BRES. It is one of the recommended programme of study for Catholic schools for Sex and Relationship Education, and has been written as a progressive scheme of work that supports the Religious Education, PSHE and Science curricula taught within the school.

As children progress through the school, they discover more and more about themselves and the wider world. The thirst for learning new things is fostered by the school, who attempt to create a safe and stimulating environment for learning and supporting all children in their development.

A Journey in Love supports children in growing and developing healthy and holistically towards an understanding of their gender and its implications for successful relationships, for this is happen children must be at ease with themselves and grow in self-knowledge.

Throughout ‘A Journey In Love’ an aspect of the mystery of love is focused upon in each group, children and young people are encouraged to marvel at the wonder and beauty of God’s creative love. This is reflected in each stage of a person’s growth in the Primary Years through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development.

## **Each year it takes up a theme of love in the following way:**

Nursery: The wonder of being special and unique.

Reception: The wonder of being special and unique.

Year 1: We meet God’s love in our family.

Year 2: We meet God’s love in the community.

Year 3: How we live in love.

Year 4: God loves us in our differences.

Year 5: God loves us in our changing and developing.

Year 6: The wonder of God’s love in creating new life.

## **Differentiation**

We ensure that RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. We, therefore, ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

## **Reporting**

RSE is taught alongside SCARF which is our PSHE Scheme of Work. The ‘The Journey in Love’ programme replaces the growing and changing topic within SCARF. RSE is taught by each class teacher. The programme is assessed, monitored and evaluated by the PSHE

Leader in accordance with the school's monitoring and evaluation systems. Work is recorded in PSHE books.

### **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 Leader in school.

### **The Governing Body**

The Governing Body and Foundation Governors in particular recognise their responsibility to ensure the Relationships programme follows Diocesan principles and reflects the Church's teaching as outlined in "Leaning to Love" the Bishops of England and Wales document 2016.

### **Right of Withdrawal**

In all primary schools, Relationships Education is now compulsory. There are also statutory elements for Relationships Education within the Early Years Foundation Stage.

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.

Parents/carers **can't** withdraw their child from the relationships education or from health education. Parents have the right to withdraw their child from sex education only. However, please note that we do not cover sex education at Good Shepherd.

Parents are strongly encouraged to discuss any queries or concerns with the headteacher.

## **A Journey in Love Programme**

### **Early Years**

#### **Lesson 1**

*Learning Intention: to recognise the joy of being a special person in my family.*

Questions to discuss:

1. Why are you special to your family?
2. How do you know that you are special?
3. What do you love and enjoy about belonging to your family?
4. Who would you go to if you felt worried or needed help?
5. How does God show love to you and your family?

#### **Lesson 2**

*Learning Intention: to recognise that we are all different and unique*

Questions to discuss:

1. Look at me- how am I different from you?
2. Look at you -how are different from me?
3. What is it that makes us all different?
4. Why has God made us all different and special to Him?
5. How can we be friendly to others: make and keep friends, showing care and being generous when we are together?

#### **Lesson 3**

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

Questions to discuss:

1. How do we 'celebrate' with each other? (For example, birthdays, christenings, gifts, talents, Christmas, Easter, anniversaries, various achievements and successes).
2. What can we remember about happy celebrations in our families?
3. What church celebrations do we enjoy? (Mass, Baptisms, Weddings)
4. What celebrations do we enjoy and look forward to?
5. How can we celebrate being a special part of God's family? (Baptism, prayer, kindness).

## Year 1

### **Lesson 1**

*Learning Intention: to recognise signs that I am loved in my family.*

Questions to discuss:

- 1) How is love shown in your family?
- 2) Why are the words 'please', 'thank you' and 'sorry' important to create a happy family?
- 3) How does saying 'please' show care and consideration for members of your family?
- 4) How does saying 'thank you' show love for each other?
- 5) How does saying 'sorry' show respect, build bridges, keep us safe and help us to build a happy family and mend broken friendships?
- 6) Why is teasing and bullying wrong and unacceptable within families and friendships?
- 7) Why should we always tell the truth?

### **Lesson 2**

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

Questions to discuss:

- 1) Who is in my family?
- 2) How do families show love and care for one another?
- 3) What are some of the characteristics of a happy family?
- 4) How do we act with adults that are not in our family or those we do not know?
- 5) In what ways are we made in the image and likeness of God?
- 6) How does your family help you to keep healthy? Include physical, mental and spiritual health. Include taking care not to spread diseases e.g. washing hands, coughs and sneezes etc.

### **Lesson 3**

*Learning Intention: to celebrate ways that God loves and cares for us.*

- 1) What ways have we grown in love and security in our families?
- 2) How have we shown love to our families this year?

3) How do we know that we are loved and cared for by God?

4) In the story of the Lost Sheep how does God show he loves and cares for each and all of us, in our families and school community?

5) How shall we thank God for his unconditional love?

## Year 2

### Lesson 1

*Learning Intention: to recognise the joy and friendship of belonging to a diverse community.*

Questions to discuss:

1. How would you describe a community?
2. What are the joys of belonging to a community?
3. How do different individuals enrich our communities?
4. How do we learn from each other and show an understanding of the different roles and responsibilities people have in their communities? Look at some key figures that children will be able to make connections with e.g. Teachers, police, swimming instructors, sports coaches etc
5. What do you bring to the communities you belong to? (Respect, love, care, generosity of spirit, loyalty and forgiveness).

### Lesson 2

*Learning Intention: to describe the ways of being safe in communities.*

Questions to discuss:

1. What makes us feel safe in our families, in our friendships and in our wider communities?
2. In what ways might you feel unsafe, and when is it not right to keep a secret?
3. Who would you go to if you were worried or felt unsafe?
4. What would you do if you were worried about another person whom you considered being unsafe?
5. Do you know how to ask for help and the appropriate people you can talk to?
6. How can we use the internet and digital devices safely at home? In school? And with our friends? Is all the information that we see online true? Who can we talk to, to check if what we are seeing is true?

### Lesson 3

Questions to discuss:

1. How does the school motto or mission statement celebrate this community?

2. How do we, as a community, reach out to others in their time of need?
3. How and where do we meet God in the community?
4. How do we show respect, love and care for all God has created and strive to keep each other safe?

## Year 3

### Lesson 1

*Learning intention: to describe and give reasons how friendships make us feel happy and safe.*

Questions to discuss:

1. How do friendships make us feel happy and secure?
2. Who could you turn to if you didn't feel safe in a friendship?
3. What is the difference between a relative, a friend and an acquaintance?
4. How would you respond to an adult you do not know who makes you feel uncomfortable or unsafe?
5. What are the qualities, characteristics of a true friend?
6. Sometimes people behave differently online, even our friends. How can we make sure these friendships are positive and safe?
7. How can friendships change?

### Lesson 2

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

Questions to discuss:

1. What things trigger disagreements between friends and within friendship groups?
2. How do these make people feel?
3. What might be the best way to resolve conflict in friendships?
4. Healthy friendships make people feel included; how should we react if we or others feel lonely or excluded? What strategies could be used to ensure that they are included?
5. Why is violence never the answer?

### Lesson 3

*Learning intention: to celebrate the joy and happiness of living in friendship with God and others.*

Questions to discuss:

1. How does the gift of the Sacrament of Reconciliation help restore friendships with God and others?
2. How can these words inspire, help and guide us to improve our friendships?
3. What Bible stories teach us about the beauty of forgiveness? Luke 15:11-22, Luke 15:4-7, Luke 17:3-4, Luke 7:47-49, Luke 19:1-10.
4. What does the phrase: "To err is human, to forgive is divine" mean to you?
5. St Francis de Sales said: "A quarrel between friends when made up, adds a new tie to friendship." How would you explain this quotation to your friends and other?

## Year 4

### Lesson 1

*Learning Intention: to describe how we all should be accepted and respected.*

Questions to discuss:

1. Is there more to courtesy and manners than saying 'please' and 'thank you'?
2. In what ways is being polite and courteous helping to make a better world to live in?
3. How would you ensure that you have a part to play in keeping yourself and others in your family and community safe?
4. How do authority figures help communities and societies work together better?
5. How should we include everyone and celebrate each others' differences in school, home and communities?

### Lesson 2

*Learning intention: to describe how we should treat others making links with the diverse modern society we live in.*

Questions to discuss:

1. How do we respect others, even when they are different from ourselves: physically, ethically, culturally or in religious beliefs?
2. How might these differences change over time as we grow?
3. In what ways can we expect to be treated with respect by others and in turn show them the same respect?
4. How can we challenge the stereotypes that encourage bullying of all kinds?
5. How could daring a friend to do something you would not like to do challenge the Golden Rule 'treat others as you would like them to treat you'?
6. Is it the right thing to pressurise someone into doing something they would not be comfortable doing? E.g. keeping a secret that is not right to keep.
7. How can we recognise the innate dignity of every person and ask God to help us to see it?

### Lesson 3

*Learning Intention: to celebrate the uniqueness and innate beauty of each of us.*

Questions to discuss:

1. What makes you unique?
2. What are your special qualities, gifts, and talents?
3. What attributes do others recognise in you?
4. Why are being honest, truthful and having integrity positive attributes?
5. How can your gifts be used for the Common Good?
6. What is it that we can do for each other to support each other's mental health and wellbeing, recognising the importance of expressing feelings.

## Year 5

### Lesson 1

*Learning Intention- to show knowledge and understanding of emotional relationship changes as we grow and develop.*

Questions to discuss:

1. List any behaviour changes you recognise as you are growing and developing.
2. Do you think these changes have affected any friendships, and how?
3. Are these determined by how others treat you?
4. Are there ways you are becoming more sensitive to your emotional development and that of others?
5. If a friend was struggling with their self-confidence and self-esteem, what would you advise them to do?
6. Where would you go and/or who would you go to for advice or to report concerns for yourself or on behalf of a friend because you are worried about being unsafe, feeling uncomfortable or concerned for your own or their mental health and wellbeing? How can this translate to keeping safe online?

### Lesson 2

*Learning Intention: to show knowledge and understanding of the physical changes in puberty.*

Questions to discuss:

1. How do we recognise the emotional, internal and external changes that happen during puberty?
2. Why do we think we might need to change our hygiene routines during the time of puberty; why is it important to keep clean and maintain a good personal hygiene?
3. How do we know what physical contact is appropriate, inappropriate or unsafe? Can this be extended to other forms of contact and what might these be?
4. As we grow and change, how do we recognise the God of love who journeys with us?

### Lesson 3

*Learning Intention: to celebrate the joy of growing physically and spiritually.*

Questions to discuss:

1. What does it mean to grow holistically, intellectually and spiritually?

2. Are there ways and means we can ensure each aspect happens healthily?
3. What difficulties might you face as your body changes and grows?
4. God's love surrounds you always and His Holy Spirit guides and protects you. How will this help you to be respectful of your own body and help you to be courageous in the face of changes?

## Year 6

### Lesson 1

*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.*

Questions to discuss:

What is your understanding of love? St Paul tells us: Love is always patient and kind; love is never jealous; love is not boastful or conceited, it is never rude and never seeks its own advantage, it does not take offence or store up grievances. Love does not rejoice at wrongdoing, but finds its joy in the truth. It is always ready to make allowances, to trust, to hope and to endure whatever comes. Love never comes to an end. As it is, these remain: faith, hope and love, the three of them; and the greatest of love is love.

1. What does it mean to be patient, kind and never jealous?
2. What does it mean not to be boastful, conceited, and to never seek advantage?
3. What does it mean to not take offence, store up grievances or rejoice at wrongdoing?
4. Explain what it means that love finds its joy in the truth, is always ready to make allowances, endure whatever comes and never comes to an end?

### Lesson 2

*Learning Intention: Explain how human life is conceived.*

Questions to discuss:

- 1) What are the key building blocks of a loving relationship?
- 2) How does conception take place?

### Lesson 3

*Learning Intention: 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.*

Questions to discuss:

1. What are the characteristics of positive respectful relationships? Include the different ways that we can make friends and relationships with others? E.g. social media platforms. When making friends online we should be cautious of the information we share and how it could be used: positively or negatively.
2. When building relationships online, how can we recognise risks, such as inappropriate images, language and behaviour, and to who and how we would report these?
3. What sort of boundaries are appropriate in friendships with peers and others, including in a digital context? If boundaries have been crossed; such as inappropriate or unsafe contact, how would we report this and where could we get advice?

4. How can we ensure that we are contributing to the wellbeing of others and taking steps to avoid seeing negatives; how would this impact on building positive relationships?
5. How can we discover the presence of God in family and friends?