



**Good Shepherd Catholic
Primary & Nursery School**

RELATIONSHIP AND SEX EDUCATION POLICY

Last Review Date: July 2021

Next Review Date: July 2025

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 offer sex education in the wider context of relationships.
- To ensure that pupils protect themselves and ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To help pupils to develop a healthier, safer lifestyle.
 - To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/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 the programme 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 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.

A Journey in Love Programme

Year	Theme / Objective	Physical	Social	Emotional	Intellectual	Spiritual	Key words
Nur	The wonder of being special and unique LO – children begin to know and understand that they are part of the wonder of Gods love and creation	Ch – focus on hands, eyes face & whole body – size, shape, colour, features etc	Look at difference and same in their class	Emotions – Facial expressions Beauty of a smile	What is the cause of being happy or sad?	Focus on the wonder of God's world – people, animals, trees, land, seas etc Scripture & Prayer	God Wonder, love creation, lips Hands. ears Fingers, hair Nails, size Faces, shape features, Noses, colour
Rec	The wonder of being special and unique LO – children know and understand that god has made them unique and that although we are all different we are all special to him.	Ch – focus on does it matter if we are different. How are we different from each other?	Who do I play with at school? Why do my friends play with me? Name favourite games	How do you feel about your friends? Do you have other friends? Why do you play with them?	Is it important to have friends? Describe a good friend.	Is Jesus our friend? Read 'Jesus welcomes the little children' – talk about children being special to God	God, unique, different, special, eyes, hair, boy/girl, hair, hands, fingers, name, family, love, womb, describe
Y1	We meet God's love in our family LO – children know and understand that hey are growing and developing as members of their own family and God's family.	Who is in my family? Who has babies in their family? Babies come in different shapes and sizes. How fast babies grow.	Children talk to parents about their first steps, words etc. Share with class Parents share the joy of these events.	What are the happiest moments in your family? What are the saddest moments in your family? How is love shown in your family?	Why do we need to grow up in families? What happens if you grow up without a family? Would it be a happy experience? What would you miss, how different	We are members of Gods family. How were we born into Gods family? What special title do we give to God as members of Gods family?	Unique, friend, God, important, different, special
Y2	We meet God's love in the community LO – children know and understand that they are growing and developing in a God-given community	Do you belong to a community? What other community do you belong to? How do you belong to these communities?	Is belonging to a community important? What do we receive from the community we belong to? What do we give to the community we belong to?	How does a community help us to develop our feelings and emotions? Are we always happy in our community? Are we, as a community, sometimes sad or upset?	Could people feel alone even though they belong to a community? What would we miss out on? 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?	God, community, belonging, family, Father/Mother, Carer/guardian, Feelings, emotions

Year	Theme / Objective	Physical	Social	Emotional	Intellectual	Spiritual	Key words
Y3	How we live in love LO – children know and understand the virtues essential to friendship, e.g. loyalty, responsibility And experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.	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? How do your friends feel when 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? To recognise the need for personal privacy.	Read or sing the story of Zacchaeus who was an outcast. How can I forgive and include others as Jesus did? Write on a card what you like about your friend and share.	Skills Listening Observing Relating Speaking Respecting Reflecting Praying Understanding
Y4	God loves us in our differences LO – 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.	Continue to recognise that all pupils grow and develop at a different rate. Name the different male and female body parts and introduce their various functions. Identify the development of the baby in the womb.	How do I learn to accept and celebrate who I am? How do I accept difference in others? How do I deal with difference and manage the conflicts that arise?	How do I appreciate my own gifts, talents etc and all that makes me unique? How do I appreciate others and their gifts? How do I deal with the natural, negative emotions that present themselves?	Can I identify and name my feelings? Do I know and understand what these feelings are? How do I deal with what I feel, and can I analyse my feelings and actions?	St Pauls teaching on love Sing 'Peace, perfect peace'	God/Gifts Talents, difference, development, change, male and female body parts, conflict, appreciate, celebrate, achievement
Y5	God loves us in our changing and developing LO – 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.	<u>Physical & intellectual</u>		<u>Social & Emotional</u>			God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation
			Identify and celebrate the ways I have changed since birth Discuss the external and internal changes which happen to boys and girls in puberty		Recognise behaviour changes as we grow up. Expectations are different and are often dependent on our experience, and treatment by others, and our view of the words in which we live. Reflect on ways to become more sensitive to the emotional development of oneself and others. Ask children to share their understanding of change through poetry, prayer, art etc Share with each other and celebrate the wonder of change		
Year	Theme / Objective	Physical	Social	Emotional	Intellectual	Spiritual	Key words

Y6	The wonder of God's love in creating new life LO – 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.	Explain how human life in conceived	Recognise and compile a list of the signs of love expressed in those around us. Reflect on the different degrees of friendship that exist	Relationships develop and eventually you may be able to use the word love. Love with commitment.	The human anatomy The development of the growth of a baby in the womb.	Understand that God causes new life to begin through the love that parents have for each other. Celebrate God's creative love. As Christians we celebrate the incredible natural process of bringing a new life into the world. Celebrate the sacrament of marriage.	God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, marriage, fiancé, fiancée
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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 and Sex Education 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

It is our hope that parents would wish their children to be involved in the schools positive and prudent programme of Relationship and Sex Education, following an annual information letter to parents prior to the school starting the topic with the offer for parents to discuss any queries or concerns with the headteacher.

However, we recognise parents have the right to withdraw their children from such lessons (not included in National Curriculum Science) after discussion with the headteacher.