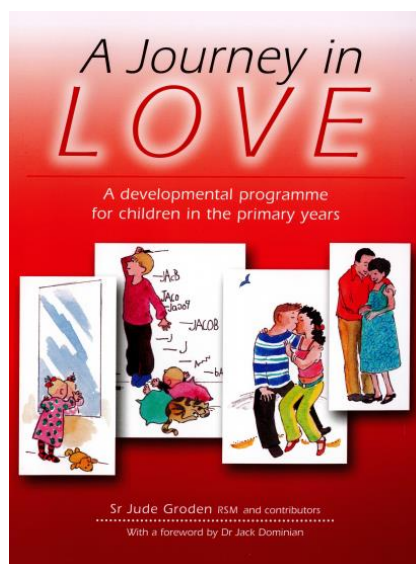


St Monica's Catholic Primary School



Relationships and Sex Education

A Guide for Parents 2023-2024



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.

Our Mission Statement places these aims and beliefs at the Centre of all we hope to achieve...

At St Monica's Catholic Primary School, we know that we are all able to succeed and we work together to ensure that all children are given the opportunities to reach their full potential within a Christ-centred community.

It is with this mission that we share this booklet with our parents and carers. We recognise parents as the first and most important educators of their children and we hope that the information provided here will enable us all to work together in supporting parents in their most important role.

Love

At the heart of Christian faith is love. St. John says that God is love (1 John 4:9) and the whole purpose of Christianity is to live it as fully as possible in and through love. This means that we must link every aspect of our being, from birth to death, with love.

Love starts to enter our life from the moment of birth when we are held tenderly in the arms of our mother and developed throughout our first intimate relationship of childhood with our parents, family members, friends, and teachers. At puberty, sexual characteristics develop, and we begin to seek someone outside of the family with whom we can grow in love, usually ending in marriage.

The whole purpose of education at home and in our primary school is to connect every aspect of growth, physical, emotional, intellectual, and social with love. The goal is to enable adults to fully love themselves (to accept themselves positively) and in turn love their neighbour (making themselves fully available to others).

Through our love for others, we link ourselves with God the Father, through Jesus Christ his Son, and through the Spirit.

The programme for Relationships and Sex Education which we have chosen to share at St Monica's is called 'A Journey in Love'. This booklet for parents and carers outlines how the programme is organised and what is covered in each year group.

A Journey in Love has at its foundation the belief that we are made in the image and likeness of God, and therefore, gender and sexuality are God's gift, reflect God's beauty and share in the divine creativity.

In order that children may grow and develop healthily and as complete human beings, they must understand their gender and the implications for successful relationships, they must be at ease with themselves and grow in self-knowledge.

A different aspect of the mystery of love is explored in each year group and all 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, through a series of lessons with activities and reflections which focus on physical, social, emotional, intellectual, and spiritual development.

Themes explored in each year group:

Early Years	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 development
Year 6	The wonder of God's love in creating new life

Learning Intentions for the programme

Year group	Social and emotional	Physical	Spiritual
Early Years	To recognise the joy of being a special person in my family.	To recognise that we are all different and unique.	To celebrate the joy of being a special person in God's family.
Year 1	To focus on families and specially growing up in a loving, secure, and stable home.	To recognise how I am cared for and kept safe in my family.	To celebrate ways that God loves and cares for me.
Year 2	To recognise the joy and friendship of belonging to a diverse community.	To describe ways of being safe in communities.	To celebrate ways of meeting God in our communities.
Year 3	To describe and give reasons for how friendships make us feel happy and safe.	To describe and give reasons why friendships can break down, how they can be repaired and strengthened.	To celebrate the joy and happiness of living in friendship with God and others.
Year 4	To describe how we should be accepted and respected.	To describe how we should treat others making links with the diverse modern society we live in.	To celebrate the uniqueness and innate beauty of each of us.
Year 5	To show knowledge and understanding of emotional relationship changes as we grow and develop.	To show knowledge and understanding of the physical changes in puberty.	To celebrate the joy of growing physically and spiritually.
Year 6	To develop a secure understanding that stable and caring relationships, which maybe of different types, are at the heart of happy families.	Explain how human life is conceived.	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.

How will we organise lessons for Journey in Love?

Before the programme begins ground rules are set with the children regarding the kind of positive behaviour expected of every child,

- All children and teachers treat each other with respect, all questions and answers are listened to in a sensitive and sensible manner,
- Any child who is silly, or disruptive and who deliberately attempts to embarrass or hurt another member of the group will be asked to leave,
- Children may be taught in small groups for some elements of the programme
- Some lessons may be taught in single sex groups as appropriate,
- All children will cover the same topics,
- Lessons may include discussions, presentations, questions, and written work.

What if a child asks a difficult question?

There are specific areas that we feel should not be discussed within the context of our school lessons, e.g., contraception, as we feel that our children are not yet emotionally mature to handle these issues. These are all topics which are dealt with at secondary school.

If a child does ask a question outside the scope of our programme it will be dealt with in a sensitive and caring manner. We would always ask the child concerned to discuss the issue with his/her parents/careers.

How can I help?

- By talking with your child at home
- By discussing their work after each lesson
- By listening to any concerns
- By reassuring your child that you are there if they need to talk about anything at all

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within Journey in Love. Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to children who are withdrawn from RSE. Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

Programme of Study

Early Years – To explore the wonder of being special and unique

Key Words
God, wonder, love, creation, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique, belonging, different, special, womb, describe, friends, generous, worried, Baptism.

Physical Children focus on their hands e.g., size, length of fingers, nails. They focus on each other's eyes and note the colour and shape, they look at their faces and whole-body shapes, size, shape, and features. Does it matter if we are all different? How are we different?

Social Children look at their pictures and discuss how they are the same/ different and that each one is special. They discover how many boys and girls there are in the class and divide into groups for a play activity. Who do I play with at school and why does he/she play with me? Explore favourite games.

Emotional Children begin to observe and become sensitive to facial expressions. They focus on individual expressions and discover the beauty of their smile. Explore how we feel about our friends at home and at school. Explore why we play with them.

Spiritual Children focus on the wonders of God's world, e.g., people, animals, trees, land, seas etc. They see their special place as part of the wonder of God's creation.

Year 1 - We meet God's love in our family

Children know and understand that they are growing and developing as members of their own family and God's family.

Key Words
unique, friend, respect, secure, God, love, care, commitment, stable, important, different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulder, arms, waist, elbows, legs, knees, ankles, feet, toes.

Physical How do we keep healthy and safe? How do we maintain personal hygiene? How do we respect others? We know that our bodies are our own and the difference between appropriate or unsafe contact. Do we know the difference between good and bad secrets? We know that there are rules in place to keep us safe. How do we stay safe online?

Social and emotional What are the characteristics of positive and negative relationships, how to recognise when people are being unkind, the difference between truth and lies, who can we ask for help from? What are the happiest moments in your family? E.g., birthdays, christenings, weddings. What are the saddest moments in your family? E.g., death of pets, leaving home. How is love shown in your family?

Spiritual We are members of God's family. How were we born into God's family? What special title do we give to God as members of God's family? E.g., Our Father, Jesus our brother, Holy Spirit, our friend, and Guide.

Year 2 - We meet God's love in the community.

Children know and understand that they are growing and developing in a God- given community.

Key Words
Community, local, global, impact, responsibility, harm, improve, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, recognise, emotions, friendships, relationships, secrets, stereotypes, respect, equal.

Physical What makes us feel safe in our families, communities, and wider world? When is it not right to keep a secret? Who can we go to if we need help? How can we use our internet and digital devices safely?

Social and Emotional Do you belong to a community? E.g., school, Parish, a club etc. What other community do you belong to? How do you belong to these communities? What can we bring to the communities that 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?

Spiritual How does the school mission statement celebrate this community? How do we help members of our community in their times of need? How and where do we meet God in the Community?

Year 3- How we live in love

To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe.

Key Words
Community, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful.

Physical What things can cause friends to fall out? How do people feel when they have disagreements with friends? How can we resolve problems in friendships? What do we need to do to ensure that our friendships are healthy?

Social and Emotional 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?

Spiritual How does the Sacrament of Reconciliation help us to restore our friendship with God? What stories from the Bible teach us about forgiveness?

Year 4 - God loves us in our differences.

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
God, gifts, talents, difference, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, innate, beauty, dignity.

Physical How do we show respect for others despite any differences that we may have? Why is it important to challenge stereotypes? When is peer pressure harmful?

Social and Emotional How does being polite and courteous help us to create a better world? What part do you play in keeping yourself and others safe in the community? Who helps our community to be a safe place to be? Why is it important that we ensure that everyone is included in our communities?

Spiritual What makes us special and unique? Can we recognise our own talents and uniqueness? How can we use our gifts for the common good?

Year 5- God loves me in my changing and development.

Children 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, ovulation, biological, respect, reproduction, menstrual cycle, hormones, pituitary gland, uterus, fertilised ovum, fallopian tube, vagina, vulva, cervix, womb, period.

Physical Identify and celebrate the ways I have changed since birth. Discuss the external and internal changes which happen to boys and girls in puberty. Girls: breasts develop, hips broaden, waist slims, ovaries produce oestrogen, hormonal activity, menstruation, growth of hair etc. Boys: production of testosterone, muscles develop, voice deepens, waist thickens, longer limbs, wet dreams and erections, penis and scrotum enlarge, growth of hair, production of sperm, Adam’s apple enlarges etc.

Social and Emotional Recognise behaviour changes as we grow up. Expectations are different and are often dependent on our experiences, and treatment by others, and our view of the world in which we live. Reflect on the ways to become more sensitive to the emotional development of oneself and others. Who can we go to for advice or if we are concerned about something?

Spiritual What difficulties might you face as you develop and change? How can we grow spiritually?

Year 6 - The wonder of God's love in creating new life.

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
God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, marriage, fiancé, fiancée.

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

Social and Emotional Understand that relationships develop and eventually you may be able to use the word love. Recognise and compile a list of the signs of love expressed in those around us. E.g., signs of love between those who care for us. Reflect on the different degrees of friendship that exist e.g., school friends, close school friends, best friends, mixed gender friends, life- long friends. Look at the Sacrament of marriage and what it means.

Spiritual What things are important in positive and respectful relationships?