

*St. Wilfrid's Catholic Primary
School*



*Relationships, Sex and Health
Education
(RSHE)*

A guide for parents and carers

Relationships, Sex and Health Education (RSHE) Guide

Rationale:

“I have come that you might have life and have it to the full.”

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) 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/RSHE 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 Relationship, Sex and Health Education RSHE 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. It will also prepare pupils for life in modern Britain.

Aims of RSHE:

The aims of Relationship, Sex and Health Education (RSHE) at St. Wilfrid's are to:

- *Provide a framework in which sensitive discussions can take place.*
- *Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.*
- *Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.*
- *Create a positive culture around issues of sexuality and relationships.*
- *Teach pupils the correct vocabulary to describe themselves and their bodies.*

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

"Living the Gospel in the Spirit of Love and Respect."

It is with these aims and 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.

The following words by Baroness Sheila Hollins are taken from the foreword of 'A Journey in Love':

"Pope Francis reminds us that the family is where we first learn to relate to others, to listen, to share, to be patient, to help one another, learn closeness, care and respect for others. He underlines the vital role that Catholic schools play in assisting and helping pupils grow into mature adults. He accentuates that sex education should provide information while keeping in mind that children have not yet attained maturity. This information has to come at a proper time and in a way suited to their age. (Amoris, Laetitia)

It is hoped that 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, social, emotional, intellectual and spiritual, with love. The ultimate goal is to enable children to grow into adults who fully love themselves (i.e. accept themselves positively) and in turn, love their neighbour (i.e. make themselves fully available to others)."

The programme for RSHE which we have chosen to share at St Wilfrid'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 as a consequence, 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, towards an understanding of their gender and its implications for successful relationships, they must be at ease with themselves and deepen their self knowledge. An 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 social, emotional, intellectual and spiritual development.' (Taken from the Introduction to A Journey in Love)



Themes explored in each year group:

<i>Early Years</i>	<i>The Wonder of being special and unique</i>
<i>Year One</i>	<i>We meet God's love in our family</i>
<i>Year Two</i>	<i>We meet God's love in the community</i>
<i>Year Three</i>	<i>How we live in love</i>
<i>Year Four</i>	<i>God loves us in our differences</i>
<i>Year Five</i>	<i>God loves us in our changing and developing</i>
<i>Year Six</i>	<i>The wonder of God's love in creating new life</i>

How will we organise lessons for Journey in Love?

Before the programme begins, rules are set with the children regarding the positive behaviour which is 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.*

All children will cover the same topics:

- Lessons may include; discussions, presentations, questions, written work etc*
- Lessons will be linked to other curriculum areas e.g. RE, Science etc.*
- The programme will form part of the overall programme for RSHE, which is spread across the year and will not be taught as a block of lessons.*

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 their parents/guardians and we may contact the parent/guardian to explain the context of the question, so that they are prepared.

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.*



What if I don't feel that my child is ready for this programme of work?

Parents have the legal right to withdraw their child from the non-statutory component of sex education in Year Six. This is where sexual intercourse is taught discretely as part of the physical aspect within Journey in Love, the Liverpool Catholic Archdiocese recommended resource.

We ask that any parent who may be considering removing their child from the non-statutory part of the programme, in Year Six, to make an appointment with Mrs O'Brien (Headteacher) to discuss what such a decision may involve

For all other year groups, RSHE is part of the statutory curriculum.

Early Years – The wonder of being special and unique

Children begin to know and understand that they are part of the wonder of God's love and creation.

Key Words: God, wonder, love, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique, womb, friends, worried, Baptism

Social and Emotional:

Children learn to recognise the joy of being a special person in their own family. They learn about who to go to if they are worried or need help.

Physical:

Children learn to recognise that we are all different and unique. 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.

Spiritual:

Children celebrate the joy of being a special person in God's family. Children explore what it means to celebrate with each other, happy celebrations and church celebrations. We celebrate being part of God's family.

'God loves each of us as if there were only one of us.'

St. Augustine

Year One – 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, God, important, different, special, respect, safe boundaries, lies, teasing, bullying, positive, negative

Body parts: e.g. head, eyes, nose, mouth, arms, breasts, nipple, penis, vagina, vulva, anus, bottom.

Social and Emotional:

Children recognise the signs that show they are loved by their family. They explore how the words 'please', 'thank you' and 'sorry' are important in showing respect for others. Bullying and teasing and telling the truth are discussed and shared through stories.

Physical:

Children recognise how they are cared for and kept safe in their family. They explore personal hygiene, keeping healthy and staying safe. They realise that each person's body is their own and the importance of privacy and boundaries. They learn about the characteristics of keeping safe and why rules are important.

Spiritual:

Children celebrate the ways that God loves and cares for each one of us. They learn about the story of the lost sheep and how God loves each person unconditionally.

"Please, thank you, and sorry are words that open up the road to a good family life."

Pope Francis



Year Two – We meet God's love in the community

Children know and understand that they are growing and developing in diverse communities that are God-given.

Key words: God, community, global, local, impact, responsibility, diverse, longing, family, father/mother, carer/guardian, feelings, emotions, friendships, stereotypes, respect, equal etc.

Social and Emotional:

Children will recognise the joy and friendship of belonging to a diverse community. They will explore how different individuals enrich our communities. They will develop understanding of the different roles and responsibilities people have in their communities.

Physical:

Children will describe ways of being safe in communities. They will explore different scenarios which consider what to do if they are feeling unsafe. They explore ways of keeping safe online. They think about the ways in which the world is being harmed and how we can try to stop them.

Spiritual:

Children will celebrate ways of meeting God in our communities. They will consider the meaning of our school mission statement and how we can reach out to others in times of need.

Year Three – How we live in love

Children will describe and give reasons for how they grow in love in caring and happy friendships, where they are secure and safe.

Key Words: God-given, belonging, forgiveness, community, loyalty, kindness, trust, selfless, generous, reasons, respectful etc.

Social and Emotional:

Children will describe and give reasons for how friendships make us feel happy and safe. They will explore who to turn to if they don't feel safe and understand the differences between a relative, a friend and an acquaintance. They will explore the qualities of a true friend and explore how people can behave differently online, even friends.

Physical:

Children will describe and give reasons why friendships can break down and how they can be repaired and strengthened. They will explore feelings and disappointments experienced when friendships break down and ask the question: Why is violence never the answer?

Spiritual:

Children will celebrate the joy and happiness of living in friendship with God and others. They will explore what forgiveness means and learn about the Sacrament of Reconciliation.

Year Four – God loves us in our differences

Children make links and connections to show that we are all different. We celebrate these differences, as we appreciate that God's love accepts us, as we are now and as we change.

Key words: God, gifts, talents, difference, development, change, stereotype, biological, respect, courtesy, religious, belief, uniqueness, innate, beauty, dignity etc.

Social and Emotional:

Children will describe how we all should be accepted and respected. Children will explore the importance of good manners and how through being polite and courteous the world can be a better place to live in. We will explore how authority figures help communities and societies to work together better.

Physical:

Children will describe how we should treat others making links with the diverse modern society we live in. We will learn about how we respect others, even when they are different from ourselves; physically, ethnically, culturally or in religious beliefs? We learn to appreciate the innate dignity of every person and ask God to help us to see it.

Spiritual:

Children will celebrate the uniqueness and innate beauty of each of us. They will explore what makes us unique, special gifts and talents and personal attributes and how these can be used for the common good. They will consider what we can do to support each other's mental health and wellbeing, recognising the importance of expressing feelings.

Year Five – God loves us in our changing and developing

Children demonstrate knowledge as they 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, reproduction, production, hormones, menstrual cycle, hormones, pituitary gland, uterus, ovum, fallopian tube, vagina, vulva, cervix, womb, period.

Social and Emotional:

Children show knowledge and understanding of emotional relationship changes as they grow and develop. They will recognise behaviour changes as they grow up, learning about self confidence and self-esteem. They will reflect on the ways to become more sensitive to the emotional development of oneself and others, exploring mental health and wellbeing, including how to be safe online.

Physical:

Children will develop knowledge and understanding of the physical 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. Children will recognise that sexual development is a natural part of human growth and that physical changes from child to adult means the ability and potential to become a mother or father. Children will discuss how emotions may change and become more intense, affecting mental health. They will explore how pressure from external sources e.g. the media can influence people in a negative way.

Spiritual:

Children will celebrate the joy of growing physically and spiritually. They will explore the many different types of love shared in different kinds of relationships.

Year Six – The wonder of God’s love in creating new life

Children develop a secure understanding of what stable, caring relationships are and the different kinds of relationships there may be. Focussing on Catholic teaching, children will also know and understand about the conception of a child within marriage

Key Words: God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, marriage, fiancé, fiancée, sperm duct, bladder, prostate gland, penis, testicle, ovary, uterus, vagina, fallopian tube

Social and Emotional:

Children will develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families. Love is expressed in many ways through many different types of families. Relationships develop and eventually the word ‘love’ may be used. This has to be explained: real love reveals itself in complete commitment. Often we use the word love too casually, the claim to love someone is a momentous one.

Physical:

Pupils will be able to explain how human life is conceived. They will look at the illustrations of the organs of the human body, including male and female reproductive organs. They will understand how conception takes place and how a child grows within the mother’s womb.

Spiritual:

Pupils will show and 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.

*We praise and thank you, Lord, for gifts of life and love.
Help us to use these wisely as we continue to journey in love.*