



URSULINE
CATHOLIC PRIMARY SCHOOL

Believe * Achieve * Serve

Relationship and Sex Education

PARENTS MEETINGS 28TH FEBRUARY - 2ND March

Led by Mrs Teresa Davies, Religious Education & Social, Moral, Spiritual Coordinator

At Ursuline Catholic Primary School we aim to build up a Christian Community which develops the full spiritual, emotional, intellectual and physical potential of each and every pupil in the happy, caring, supportive, family atmosphere of a Catholic School.

Together we endeavour, in all things, to honour God's name, to advance His Kingdom and to carry out His will.

Format of meeting

Relationship and Sex Education Policy

Resources

E-Safety



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Relationship and Sex Education Policy

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 the Christian maturity.



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Relationship and Sex Education Policy

Continued

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DFE, all relationship and sex education in our school will be firmly embedded in the PSHE 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 central importance of marriage and the family whilst acknowledging, in accordance with the Equality Act (2010), that all pupils have a fundamental right to have their life respected whatever household they come from. In light of this the school will provide support to help pupils deal with different sets of values.



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Relationship and Sex Education Policy

Continued

AIMS

- 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 give 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.



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Relationship and Sex Education Policy Continued

Delivery

RSE is taught through our life style in school and through the subjects of Religious Education, Science and by way of a cross-curricular, integrated approach.

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.

FOUNDATION & KEY STAGE 1 (age 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 (age 7-11)

- That life processes common to humans and all animals include nutrition, growth and reproduction
- The main stages of the human life cycle.



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Relationship and Sex Education Policy Continued

Delivery

We acknowledge that every area of school life can potentially contribute to RSE 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 RSE. 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, pupils in Year Five will learn about the emotional and physical changes of puberty.



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Relationship and Sex Education Policy Continued

The role of Parents and Guardians

The Church has always recognised that it is the privilege and the responsibility of parents and guardians to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents and guardians require help and support in this task from both schools and parishes.

The Governing body fully subscribes to the views expressed by the Bishops' conference and will always ensure that:

Parents and guardians are supported in their task

School works in partnership with parents, guardians and other stakeholders, sharing relevant information about the curriculum and its delivery.

Right of Withdrawal

It is our hope that parents and guardians would wish their children to be involved in the schools programme of relationship and sex education, following consultation regarding the school's approach. However, we recognise parents and guardians have the right to withdraw their children from such lessons (not included in National Curriculum Science) after discussion with the Headteacher.



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Relationship and Sex Education Policy Resources

'A journey in love' by Sister Jude Groden

Recommended by The Archdiocese of Liverpool. It is a developmental programme for all children in their primary years and is delivered through a series of power points, following a common structure: physical, social, emotional, intellectual and spiritual.

R: God loves us in our uniqueness

God Womb
Unique Describe
Special Love
Eyes
Hair
Hands
Fingers
Boy/Girl
Name
Family

Y1: We meet God's love in our family

God
Special
Unique
Important
Friend
Different

Y2: We meet God's love in the community

God
Community
Belonging
Family
Father / Mother
Carer / Guardian
Feelings
Emotions

Y3: How we live in love

God Emotions
Community Friends
Belonging Changing
Family Difference
Father/Mother
Carer / Guardian
Feelings Lonely
Alone Forgiving



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Y4: God loves us in our differences

God	Celebrate
Gifts	Achievement
Talents	Sensitivity
Difference	Respect
Development	
Change	
Male & Female	
Body parts	
Conflict	
Appreciate	

Y5: God loves me in my changing and development

God	
Sensitivity	
Puberty	
Presence	
Celebrate	
External	
Internal	
Change	
Develop	Ovulation

Y6: The wonder of God's love in creating new life

God	
Christian	
Appropriate	Dignity
Sexuality	Intercourse
Fallopian	Conceive
Uterus	Cervix
Fiance	Relationship
Marriage	



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Relationship and Sex Education Policy

Resources

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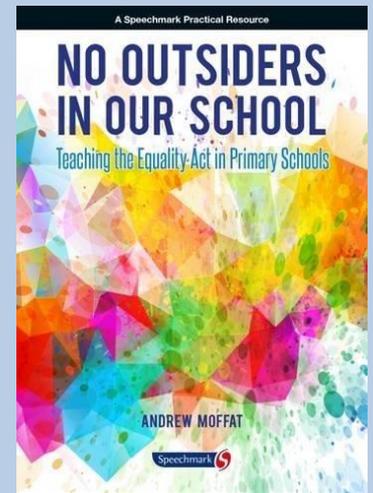
View a selection of slides from Reception to Year 6



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Relationship and Sex Education Policy

Resources



'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat

This programme delivers the objectives outlined in the Equality Act 2010, which promotes equality for all sections of our diverse British community and celebrates difference whether that be through race, gender, ability, sexual orientation, disability or age - the diversity of the unique dignity of the human person as made in the image and likeness of God.

The lessons are not one-off sessions, the ethos is part of our school.

The material is a series of children's books which focus on diversity as a whole.



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Resources: RECEPTION

You Choose: Nick Sharratt & Pippa Goodheart - To say what I think

Red Rockets and Rainbow Jelly: Sue Heap & Nick Sharratt - To understand that it's okay to like different things

Blue Chameleon: Emily Gravett - To make friends with someone different

The Family Book: Todd Parr - To understand that all families are different

Mommy Mama and Me: Leslea Newman & Carol Thompson - To celebrate my family



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Resources: YEAR ONE

Elmer: David McKee - To like the way I am

Ten Little Pirates: Mike Brownlow & Simon Rickerty - To play with boys and girls

My Grandpa is Amazing: Nick Butterworth - To recognise that people are different ages

Max The Champion: Sean Stockdale, Alexandra Strick & Ros Asquith - To understand that our bodies work in different ways

My World, Your World: Melanie Walsh - To understand that we share the world with lots of people



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Resources: YEAR TWO

The Great Big Book of Families: Mary Hoffman & Ros Asquith - To understand what diversity is

The First Slodge: Jeanne Willis - To understand how we share the world

The Odd Egg: Emily Gravett - To understand what makes someone feel proud

Just Because: Rebecca Elliot - To feel proud of being different

Blown Away: Rob Biddulph - To be able to work with everyone in my class



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Resources: YEAR THREE

Oliver: Birgitta Sif - To understand how difference can affect someone

This is our house: Michael Rosen - To understand what 'discrimination' means

Two monsters: David McKee - To find a solution to a problem

The Hueys in the New Jumper: Oliver Jeffers - Use strategies to help someone who feels different

Beegu: Alexis Deacon - To be welcoming



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Resources: YEAR FOUR

Dogs don't do ballet: Anna Kemp & Sara Ogilvie - To know when to be assertive

King and King: Linda de Hann & Stern Nijland - To understand why people choose to get married

The way back home: Oliver Jeffers - To overcome language as a barrier

The Flower: John Light - To ask questions

Red: A Crayon's Story: Michael Hall - To be who you want to be



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Resources: YEAR FIVE

Where the poppies now grow: Hilary Robinson & Martin Impey - To learn from our past

Rose Blanche: Ian McEwan & Roberto Innocenti - To justify my actions

How to heal a broken wing: Bob Graham - To recognise when someone needs help

The artist who painted a blue horse: Eric Carle - To appreciate artistic freedom

And Tango makes three: Justin Richardson & Peter Parnell - To accept people who are different from me



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Resources: YEAR SIX

My Princess Boy: Cheryl Kilodavis & Suzanne DeSimone - To promote diversity

The Whisperer: Nick Butterworth - To stand up to discrimination

The Island: Armin Greder - To challenge the causes of racism

Love you forever: Robert Munsch - To consider how my life may change as I grow up

Dreams of Freedom: Amnesty International - To my freedom



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Resources





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Resources

Opportunity of other materials as they become available

Eg for Year 6 'SAFESKILLS' by Ariel Trust with the support of Merseyside Police

Uses videos and interactive, skill based, activities about grooming behaviour and controlling relationships to develop children's resilience, equipping them with the necessary skills to protect themselves against grooming risks.



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NOTE

School offers, as needed, 'Rainbows' - an emotional healing programme for children grieving a loss from a life-altering crisis.

