

St. Joseph's RC Primary School

Relationship & Sex Education
(RSE) Policy

Education in Personal
Relationships (EPR)

"I came so that
you may have life,
and have it to
the full."

– John 10:10



Faith

Respect

Confidence

Resilience

Empathy

Headteacher: Mrs R. Hince

St. Joseph's Drive, Ordsall, Salford, M5 3JP

Tel: 0161 921 2890

E-mail: stjosephsordsall.rcprimaryschool@salford.co.uk

Website: stjosephsordsall.co.uk

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Relationship & Sex Education (RSE) Policy Education in Personal Relationships (EPR)

The policy document should be considered in the light of our School Mission Statement, which outlines all that underpins our work at St Joseph's.

Mission Statement:

I came so that you may have life- and have it to the full John 10: 10

At St Joseph's we recognise the uniqueness of each child and adult, we celebrate differences and promote respect and tolerance for all. We provide opportunities and experiences so that they may become the best that they can be.

We endeavour to raise the aspirations of our children and teach them how to become responsible and productive members of both their local and wider communities.

We encourage children to recognise their value and place in God's diverse world and teach them to reach out, through prayers and actions, to those in need whatever their culture or beliefs.

What is RSE?

Relationship and Sex Education (RSE) is lifelong learning about physical, moral, social and emotional development. It is the understanding of marriage and family life, stable and loving relationships, respect, love and care.

Rationale

At St. Joseph's RC Primary School we endeavour to foster the whole person, having regard for the child's physical, moral, educational and spiritual formation. Christ is at the centre of all we teach. We recognise each of our pupils as unique individuals created in the image and likeness of God and our curriculum reflects the gospel values of our faith. RSE is integral to teaching the Christian values and is taught in the context of Christian relationships and virtues. RSE promotes children's self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others.

The fundamental vocation of every human being is to love.

John Paul II wrote: "Humans cannot live without love."

Policy, Leadership and Management

The head teacher in consultation with Governors have a statutory responsibility for RSE in their school. Governing Boards, together with the RE Lead, are expected to involve parents, pupils, staff and health professionals in order to address the needs of the pupils.

Aims of Education for Personal Relationships

- To encourage pupils' growth in self-respect, acknowledging that we are all made in the likeness of God.
- To help pupils to understand 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 offer age appropriate relationship education.
- To ensure that pupils are safe and confident enough to ask for help and support when needed.
- To ensure that pupils are ready for puberty.
- To help pupils 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 of God.

Delivery of RSE

RSE is taught through RE and Science as well as other areas of the curriculum by way of a cross-curricular, integrated approach.

Alongside the Science and Religious education curriculum we are using 'A Journey in Love' as an additional resource for the delivery of RSE, in a whole school approach.

We acknowledge that every area of school life can potentially contribute to Education for Personal Relationships as the school, by its very nature operates through positive human relationships.

All staff realise the obligation to deliver RSE. Staff also recognise the need for close co-operation with each other in order to ensure a holistic approach.

We recognise that RSE requires a sensitive approach that is matched in particular by the special needs and concerns of pupils.

Early Years

In the Early Years teaching will concentrate on: how God made us unique and special, naming parts of the body and recognising how we are all different, relationships, families, baby-care, self- image and self-esteem, life cycles of other animals, assertiveness, right and wrong and personal safety.

Key Stage 1

In Key Stage 1 these aspects of RSE will be continued as part of the planned curriculum. Pupils will know that humans develop at different rates and that human babies have special needs. They will understand the concept of male and female. In addition they will know about personal safety. They begin to develop simple skills and practices that maintain personal safety. Pupils will know that there are different kinds of family and will be able to describe the roles of individuals within the family and know about the rituals associated with birth, marriage and death. They will be able to talk about the emotions involved and they will understand the idea of growing from young to old.

Key Stage 2

In Key Stage 2 teaching will develop, consolidate and extend past information. In Year 5 and Year 6 the curriculum will be looking at the physical, emotional and social changes, which take place at puberty and how this will affect them (both male and female). They will understand what is meant by relationships within families, between friends and in the community and healthy loving relationships between parents/spouses. Health professionals (school nurse) will assist the class teacher with the delivery of this programme. At all times children's questions will be answered accurately and appropriately.

The emphasis of our RSE Programme is on the provision of knowledge that will help the children through puberty to manage their relationships in a responsible and healthy manner. The RSE offered by the school will be complimentary to and supportive of the role of parents.

The sequence for teaching RSE:

Social
Emotional
Intellectual
Spiritual

A Journey in Love by Sr Jude Groden

Contents:

Nursery - Wonder at God's Love

Reception- God loves each of us in our uniqueness

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 me in my changing and development

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

Ages 4-5 (Reception/Year 1)

- People in my life. What they do for me and what I do for them
- My moods - feeling happy, sad etc.
- Friendships - know about the importance of friends

- Loss and mourning - for example, a person, a pet.
- Keeping safe - danger I might come up against.
- Develop rights over their own bodies -saying no.
- My body and other people's bodies - similarities and differences.
- The beginning of life - me, animals plants
- Growth in people, animals, plants.
- Know that we belong to God's family and other "families" - my special name
- Know we are all special, know that we are all different
- Caring for our bodies - health issues - medicines can help us
- Know that we are growing and developing
- Respect for ourselves and respect for others.

Ages 6-7 (Year 1/Year 2)

- Changes as we grow - see our special needs as we grow
- Different types of families
- Feelings in families e.g. love, jealousy
- What helps people to get on with each other e.g. listening, sharing.
- How people learn to live and work together - taking turns etc.
- What makes me happy
- What I like / don't like about other people
- Keeping safe - know about personal safety - awareness of infections, germs viruses
- Caring for myself - hygiene, sleep, exercise
- People who help me to care for myself
- Our unique life
- Celebrate our individual talents

Ages 7-8 (Year 2/Year 3)

- Growing up - visible changes
- Sacraments - Baptism, First Communion, Confirmation
- How my emotions change - the language of expressing feelings and the right to do so. Keeping safe - physical and mental, recognising danger, making good choices, the right to agree or disagree.
- What it means to be a good friend. Effective and positive friendships.
- Comfortable and uncomfortable feelings e.g. feeling lonely and being alone.

Ages 8-9 (Year 4)

- What makes us unique
- Feelings - things which make me happy, sad, embarrassed, scared etc
- Difficult situations e.g. teasing, bullying
- Changes in my own body and in those of others
- How babies are born, grow and develop
- Keeping healthy - exercise, diet, the immune system etc.
- Friendship - types of relationships, changing relationships, who our friends are, how we make and lose friends, falling out, sadness, the value of stability.
- Making decisions - influences on me. Keeping safe

- Varied life styles in the class and community
- Exploring Individuality and difference
- Recognising peer pressure

Ages 9-10 (Year 5)

- Growing up/puberty - physical changes, puberty for boys and girls
- Body changes in me and others - why they are happening
- Types of friendships
- Self -esteem - what makes us special
- Growing responsibilities, to others and ourselves
- Health and hygiene
- Emotional changes and feelings.

Ages 10-11 (Year 6)

- Growing up/puberty - physical changes, puberty for boys and girls
- Relations, self-esteem, emotions - building upon previous work
- Decision making, risk taking
- Feelings about the future - changing schools
- Families and how they behave - what members expect of each other
- Celebrations of birth, christening, puberty, marriage and death in different cultures Expressing feelings and how we do this: being assertive, not bullying
- Differences and similarities in people
- Sexuality - what it is and words that describe it
- Body changes in me and others - why they are happening
- Things that go into my body that help (e.g. good food and some drugs) and harm (e.g. some drugs, cigarette smoke, poisons)
- Messages about health and sexuality from television, films newspapers.
- Understanding effective, positive and healthy relationships between spouses.

All areas of learning include prayer and relevant scripture.

Teaching Sensitive Issues

Questions that are class appropriate will be covered with the whole class, more sensitive questions/areas will be covered on a one to one basis, for more in depth questions, school will discuss with parents how this should be tackled. We will answer all questions asked by children in a manner which is straightforward, honest, age and maturity appropriate whilst ensuring that all children feel equally valued.

Conclusion

Jesus demonstrates his humanity to us through his relationships with others. He commands us to love God and to love one another. It is paramount that we place any RSE Programme within a framework bounded by mutual respect within the context of loving relationships. Education in Personal Relationships, therefore, must not be seen merely as part of Health Education, giving the children the information and skills they need to make informed and healthy choices as they move into adulthood

but also a positive step in encouraging well developed interpersonal skills leading to emotionally well-equipped adults.