

St Michael's Catholic Primary School



Relationship Sex and Health Education

A Guide for Parents and Carers

Aims of Relationship and Sex Education (RSHE)

- ❖ 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. Michael's our Mission Statement is:

In the footsteps of Jesus, we strive to achieve excellence in everything we do.

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 have to 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 ultimate 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 Michael'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**

*A developmental programme
for children in the primary years*



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With a foreword by Baroness Sheila Hollis

A Journey in Love

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, they must have an understanding of 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...

EYFS: The wonder of being special and unique in **God's loves**

Year One: We meet **God's love** in our family

Year Two: We meet **God's love** in the community

Year Three: How we live in **love**

Year Four: **God loves** us in our differences

Year Five: **God loves** me in my changing and development

Year Six: The wonder of **God's love** in creating new life



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, written work, homework

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.

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,
- ❖ by helping with homework activities

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

We ask that if parents feel that their child may not be quite ready for the content within the programme, they should make an appointment with the Head Teacher to discuss their thoughts on the matter.

EYFS - The wonder of being special and unique in God's loves

Children begin 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, special, womb, describe, friends, generous, worried, Baptism

Key Skills: listening, sharing, speaking, respecting, observing, praying, relating, celebrating and creating

Physical: Children will recognise that they are all different and unique; focusing 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.

Social and Emotional: Children are encouraged to recognise the joy of being a special person in the family.

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.

They share scripture: *Isaiah 49:16 reminds us of how unique and special we are to God who carved us on the palm of his hand*



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

Children will focus on families and specially growing up in a loving secure and stable home.

Key words: unique, friend, God, important, different, special, signs, healthy, safe, boundaries, kindness, teasing; bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, arms, waist, elbow, legs, knees, ankles, feet and toes

Key Skills: listening, observing, relating, speaking, respecting, praying, reflecting, understanding, recognising, supporting, celebrating, deciding

Physical: Who is in my family? E.g. mother, father, brothers, sisters, grandparents etc. How do families show love and care for each other? Talk about the difference between good and bad secrets and the rules for resisting pressure when feeling safe or uncomfortable. Knowing rules and the people who keep us safe. Identify different parts of the body and say what parts are associated with each sense.

Social and Emotional: Children will recognise the signs that they are loved in their family. They can identify the characteristics of a healthy and secure family. Why the words 'please, thank you, and sorry' are important to create a happy family. Why teasing and bullying is wrong and unacceptable within families and friendships.

Spiritual: Celebrate the ways that God loves and cares for us. To explore scripture where we hear how great is God's love and care for us in the story of the Lost Sheep Luke 15:4-6

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

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

Key words: God, community, belonging, family, father/mother, carer/guardian, feelings, emotions, friendships, relationships, secrets, stereotypes, respect, equal, local, global, impact diverse, God-given, harm

Key Skills: listening, observing, relating, speaking, respecting, praying, reflecting, understanding, recognising, supporting, celebrating, deciding, informing, forgiving

Physical: 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 makes us feel safe in our families; in our friendships and in our wider communities? What are the things harming our world and how can we stop them? How do we care for our common home?

Social and Emotional: How do we describe a community? 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? What do we bring to the community to which we belong?

Spiritual: If God is called 'Our Father' what does that make us? As children of God how should we treat each other? How and where do we meet God in the community?

Year Three - How we live in love

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

Key Words: God, kindness, community, alone, lonely, belonging, family, father, mother, carer, guardian, feelings, emotions, friendships, relationships, secrets, stereotypes, respectful, diverse, God-given, positives, respect

Key Skills: listening, observing, relating, speaking, respecting, praying, reflecting, understanding, describing, articulating welcoming choosing wisely

Physical: Children can describe and give reasons why friendships can break down, how they can be repaired and strengthened. What are the things that trigger disagreements between friends and within friendship groups? Healthy friendships help people feel included. What to do when others feel lonely or excluded.

Social and Emotional: Children will describe how friendships make us feel happy and safe. How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others? What is the difference between a relative, a friend and an acquaintance?

Spiritual: With the help of St Paul, Children will examine themselves through 1 Corinthians 13:4-10 to celebrate the joy and happiness of living in friendship with God and others.

Year Four - 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

Key Skills: respecting, encouraging, recognising, appreciating, celebrating, relating

Physical: To describe how we should treat each other making links with the diverse modern society in which we live. How we respect others even when they are different: physically, ethnically culturally or in religious beliefs. How to recognise the innate dignity of every person and ask God to help us to see it.

Social and Emotional: 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?

Spiritual: Recognise that every person is a gift from God and celebrate the uniqueness and innate beauty of each other.

Year Five – God loves us in our 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, reproduction, production, hormones, menstruation

Key Skills: respecting adapting , relating, developing, considering, supporting, deciding, accepting, helping

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.

Recognise that sexual development is a natural part of human growth and those physical changes from child to adult means the ability and potential to become a mother or father.

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.

Spiritual: Children will celebrate the joy of growing physically and spiritually. They can share and celebrating their understanding of change through poetry, prayer, art etc.

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

Children develop, in an appropriate way for their age, an understanding of what stable and caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also learn about the conception of a child.

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

Key Skills: categorising, observing, classifying, listening, questioning, speaking, relating, respecting, reflecting, thinking, identifying, accepting, empathising, understanding, communicating, presenting, evaluating, researching

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: Children will develop a secure understanding that stable and caring relationships, which may be of different types are at the heart of happy families. Relationships develop and eventually you may be able to use the word love. Explore St Paul's teaching on love; love is patient and kind; it is not jealous or conceited or proud. Recognise and share ways they experiences Paul's teaching on love in their family.

Spiritual: Children will 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. Understand that God causes new life to begin through the love that parents have for each other.

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.

