



The  
**Ursuline**  
Preparatory School Ilford

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**RELATIONSHIPS AND SEX EDUCATION  
(RSE)POLICY**

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**(February 2022)**

***To live and learn in harmony,  
Caring for each other;  
Treating everybody as a sister and a brother;  
Reflecting Christ's actions and His message too,  
By striving for excellence in all that we do***



## **Relationships and Sex Education Policy**

Person Responsible: Head Teacher and all staff

Date Adopted: September 2006

Date of latest Policy Review: October 2023

Next policy review: Summer 2023

### **HOW THE POLICY WAS DEVELOPED**

The policy was initially developed by Mrs L. Richards in consultation with the teaching staff, following the production of 'A Journey in Love', a sex and relationship programme devised by the Diocese of Brentwood. (See Appendix 2) The Policy was developed by the R.E. subject co-ordinator in consultation with teaching staff, following an audit of current practice and changes to the statutory guidance. This policy was originally the 'Sex and Relationships' policy and has been amended to reflect the new 'Relationships and Sex' Education and has been modelled on the Diocese of Brentwood recommendations; the Governing will ratify and adopt these changes in October 2023.

### **POLICY TO BE USED IN CONJUNCTION WITH THE PSHE POLICY.**

### **RATIONALE**

The Bishops' Conference of England and Wales states: We expect all Catholic schools to ensure that space is made in the curriculum for Relationship and Sex Education (RSE). The content of what is taught must express the teaching of the Church, and should be delivered to suit the age of the children or young people to whom it is addressed. We need to recognise that without providing an education in this area, we leave many young people vulnerable to receiving their education second-hand and often from sources, which damage them and their capacity to love.

*Learning to Love: An Introduction to Catholic Relationship and Sex Education (Relationships Education, Relationships and Sex Education and Health Education) for Catholic Educators, (page 3).*

At the Ursuline Prep School, Ilford we believe that Relationship and Sex Education (RSE) is part of a life long learning process which helps pupils gain the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

RSE is set within the context of the Christian faith and the understanding that God is love and the purpose of Christianity is to live as fully as possible in and through love.

## **AIMS**

Therefore in line with our Mission Statement we aim :-

- To set learning within the context of the Church's teaching.
- To develop a respect for others based on the understanding that each person is a unique individual created by God.
- To provide a secure, sensitive and caring framework where learning and discussion can take place.
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- To encourage the use of correct vocabulary.
- To foster self worth and awareness, together with a sense of moral responsibility.
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- To ensure that sex and relationships education is available to all children regardless of ability, cultural or religious background in line with the school's policy on equal opportunities.

At the start of the summer term of 2021, guidance from the Department for Education for Relationships Education, Relationships and Sex Education (RSE) and Health Education becomes mandatory for all Schools, including Catholic Schools.

Summary of statutory content: Primary Schools:

### 1. Relationship Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Pupils will be taught what a relationship is, what friendship is, what family means and who can support them.

In an age-appropriate way, the URSPSI will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships

- online relationships
- being safe

## 2. Health Education

Health Education aims to give pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts about and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

### **Catholic Education Service (CES)**

The Catholic Education Service (CES) states clearly that, Catholic schools are required to deliver RSE in accordance with the teaching of the Church. (See Appendix 1)

RSE is part of the mission of Catholic schools to educate the whole person. It is carried out as part of the holistic education, which seeks to form as well as inform young people in preparation for adult life.

The CES offers perspectives on the provision of outstanding Relationships Education, Relationships, Sex Education, and Health Education in Catholic schools as follows:

In order for Catholic Relationships Education, relationships, sex education, and health education to be fully effective it needs to:

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;

- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.

The CES further accentuates that any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

Therefore, the following pedagogical principles are to be considered:

- Progressive & Developmental
- Differentiated
- Cross-curricular
- Integrated
- Co-ordinated
- Balanced

'I have come that you might have life and have it to the full' (Jn.10.10)

### **AIMS of RSE**

We aim to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education that believes each person is made in the image and likeness of God, and encourages the development of the 'fully alive' person in each area of their relationships.

This is carried out in the context of supporting parents as the first educators of their children.

### **Objectives**

To develop the following attitudes and virtues:

- Reverence for the gift of sexuality;
- Respect for the dignity of every person – in their own person and in the person of others;
  - Joy in the goodness of the created world and their own bodies;
  - Responsibility for one's actions and a recognition of their impact on others;
  - Recognising and valuing their own sexual identity and that of others;
  - Celebrating the gift of life-long, self-giving love;
  - Recognising the importance of marriage and family life;
- Faithfulness in relationships.

To develop the following personal and social skills:

- Making sound judgements and good choices; which have integrity and which are respectful of the individual's commitments;
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;

- Managing emotions within relationships, including when relationships break down, with confidence, sensitivity and dignity;
- Managing conflict positively, recognising the value of difference;
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- Being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships;
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- The Church's teaching on marriage and the importance of marriage and family life;
  - The centrality and importance of virtue in guiding human living and loving;
  - The physical and psychological changes that accompany puberty;
  - The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation; (Parents have the right to withdraw their child from this part of the curriculum);
  - How to keep themselves safe and where to go for advice.

Pope Francis states : It is not easy to approach the issue of sex education in an age when sexuality tends to be trivialised and impoverished. It can only be seen within the broader framework of an education for love, for mutual self-giving. In such a way, the language of sexuality would not be sadly impoverished but illuminated and enriched.

*Amoris Laetitia, 280*

## **THE ROLE OF THE PARENTS AND CARERS**

Parents and carers have the prime responsibility in teaching their children how to build healthy, loving relationships, and we at the URSPSI provide the principal means by which the Church assists parents and carers in educating their children.

Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents and carers to find out more.

Parents and carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

The RSE policy is ratified by the governors and parents will view the resources used by the school in the RSE programme.

Pope Francis: The overall education of children is a “most serious duty” and at the same time a “primary right” of parents. This is not just a task or a burden, but an essential and inalienable right that parents are called to defend and of which no one may claim to deprive them. *Amoris Laetitia*, 8

## **THE RIGHT TO WITHDRAW**

Parents have the legal right to withdraw their children from Sex Education where this is not contained in the National Curriculum science orders. It is however, hoped that parents sending their children to a Catholic school would see the importance of educating children in these matters within the context of the Catholic faith.

Should parents wish to withdraw their children, they should notify the school by contacting the head teacher. The school will provide support by providing material for parents to help the children with their learning.

The Catholic Education Service espouses the belief that that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Parents have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents wishing to exercise this right are invited in to see the Head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Materials are available to parents who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

### **Further details :**

Department for Education’s Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019), p 17.

## **THE ROLE OF THE GOVERNORS**

The foundation governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school.

As such, they should also be aware of and implement the Church’s teaching and any diocesan guidelines regarding Relationships Education, Relationships, Sex Education, and Health Education, for the benefit of children and young people in their care.

Governors will:

- Ratify the school's RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and the Church's teaching;
- Ensure that parents know of their right to withdraw their children;
  - Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
  - Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

## **THE ROLE OF THE HEADTEACHER**

The Head teacher has overall delegated responsibility for the implementation of the Relationships Education, Relationships and Sex Education and Health Education policy and its integration into the school's curriculum and Catholic life; and for liaison with the Governing Body, parents, the Brentwood Diocese Education Service and the Local Education Authority or Multi-Academy Trust where appropriate, also appropriate agencies.

## **THE ROLE OF ALL STAFF**

Relationships Education, Relationships, Sex Education, and Health Education is a whole school issue. All staff will be involved in developing children and young peoples' personal and social skills and the attitudes and virtues aspect of Relationships Education, Relationships and Sex Education and Health Education programme.

Furthermore:

- All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils;
- Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school;
- Appropriate training must be made available for all staff teaching RSE;
- All staff should be included in the development of the RSE policy and all staff should be aware of the policy and how it relates to them.

## **CONTEXT**

The RSE programme followed will be 'A Journey in Love' produced by the Diocese of Brentwood.

- In the Early Years Foundation Stage pupils will begin to recognise that they are part of God's creation and that God has made them unique.
- In KS1 pupils learn that they are growing and developing as members of their own family and as part of God's community.
- In KS2 pupils understand the virtues essential to friendship; they recognise that each child is unique and created by God.
- In Year 5 and 6 life processes are discussed including the physical changes of puberty, why they happen and how to manage them. Pupils



also learn how human life is conceived and how a child grows within its mother's womb.

## **ORGANISATION**

- While the main content of the RSE programme will be taught in the Summer Term and the 'Journey in Love' (JIL) scheme of work will be used and will be overseen by the R.E. co-ordinator and member of SLT, all other aspects of relationship education will be taught as part of the PSHE scheme of work and will be overseen by the PSHE subject co-ordinator. The JIL content will be delivered in each class by 5 x 35 minute lessons.
- In the EYFS teaching will be on-going throughout the year as appropriate to the topics, e.g. 'ourselves'.
- RSE will not be delivered in isolation but will be firmly embedded within Religious Education.
- The teaching programmes are not prescriptive, teachers are provided with flexibility in order to create the best possible learning environment for their pupils.
- Class teachers are required to show detailed planning for RSE unit taught.
- Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. The Ursuline Prep School, Ilford has a code of practice for using visitors to support the delivery of RSE.
- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and work within it;
- All input to RSE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

### **Assessment**

Teachers are required to keep their own personal evaluation of each lesson, which are used by the coordinator to inform future planning. Pupil work will be assessed linked to learning objectives and a record will be maintained by the class teacher.

### **Child Protection**

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

## **Dealing with Questions**

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead or if he/she is not available, to the Deputy Safeguarding Leads, if they are concerned.

### **THE ROLE OF THE R.S.E CO-ORDINATOR IS:**

- To assist the Head teacher in monitoring the delivery of the R.S.E. programme throughout the school.
- To lead the staff by example through good classroom practice.
- To encourage coordination between the class teachers and ensure continuity of working throughout the school.
- To organise the resources for R.S.E. and assist colleagues, as appropriate, in their use.
- To ensure parent workshops are held to inform parents of Years 5 and 6 the content of the RSE 'Journey in Love' in order for parents to make informed decisions regarding withdrawing their child from the lessons. ( see Appendix 1)  
To make resources used accessible to parents/ carers.

### **THE ROLE OF THE CLASS TEACHER IS:**

- To plan R.S.E. units of work based on the 'Journey in Love' programme.
- To ensure continuity and progression when planning, taking into account concepts, attitudes, skills and knowledge.
- To assess pupils learning in R.S.E. and maintain records in keeping with the school's
- Assessment Policy.
- To mark S.R.E. regularly and stringently in keeping with the school's Marking Policy.
- To have high expectations of learning and achievements in S.R.E.
- Work from the 'A Journey in Love' units of work should be placed in the child's special red folder and will be passed on to the next teacher at the end of the academic year.

### **Policies that relate to the RSE policy:**

- 1. PSHE policy**
- 2. R.E. policy**
- 3. Well-being policy**
- 4. Safeguarding policy**

## Catholic Education Service Guidelines for the teaching of RSE

### Relationship & Sex Education (RSE)

Catholic schools, like all other schools in England, are required to produce a written policy following the guidance issued by the Department for Education on Sex and Relationship Education (SRE). [The DfE guidance can be found here](#). Catholic schools are also required to deliver RSE in accordance with the teaching of the Church. This approach is compatible with the guidance issued by the DfE.

#### Why is RSE in Catholic Schools important?

RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life.

#### What does outstanding RSE in Catholic school look like?

In order for Catholic RSE to be fully effective it needs to:

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.

## **Resources for Catholic RSE**

The Bishops on the CES management committee have approved the following Catholic RSE resources for use in Catholic schools. These resources have been developed using expertise of teachers who deliver RSE and PSHE in a Catholic context. The resources are available to download below. They include:

The resources include:

- A model Primary Catholic RSE Curriculum
- A model Secondary Catholic RSE Curriculum
- A model RSE policy for Catholic schools
- Good practice in developing a Catholic school RSE policy
- A quality standard for Catholic RSE
- A Governor Audit for RSE
- A document which sets out who is responsible for teaching RSE
- Outstanding RSE in a Catholic Context – A case study

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**The Catholic Education Service is an agency of the Catholic Bishops' Conference of England and Wales**

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## APPENDIX 2i

### LETTER TO PARENTS

Date

Dear Parent/Carer

As you may already be aware, Relationships and Sex Education (RSE), along with Health Education, will soon be forming part of the National Curriculum. This change begins as of September 2020. As part of our school's wider Personal, Social and Health Education programme, your child will soon receive lessons on relationships, sexual health and personal safety. Schools are required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. You will be receiving a letter inviting you to our consultation evening shortly. The purpose of the upcoming curriculum is to provide knowledge and understanding of safe and healthy relationships based on respect. This is to encourage the development of safe and healthy relationships throughout life. The subject is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. You will be sent copies of the lesson content we will be covering in the weeks after the consultation evening.

You do have a right to withdraw your child from sex education delivered as part of RSE in primary schools but please be rest assured that what we teach has been approved by the Diocese of Brentwood and topics are dealt in and age appropriate and sensitive manner. I have included some resources for you to refer to.

There is no right to withdraw from Relationships Education at primary level and we believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. However, we are confident you will share our enthusiasm for the successful continuation of the RSE curriculum, which we feel will benefit all of our students. We are looking forward to sharing further information in due course. You are welcome to contact me to discuss the programme further.

Yours sincerely,

## APPENDIX:2ii LETTER TO PARENTS EXPLAINING THE JOURNEY IN LOVE PROGRAMME OF STUDY

### Relationship and Sex Education

#### A Journey in L O V E

A developmental programme for children in the primary years

Overview for parents

Early Years: The wonder of being special and unique

AIM: To explore the wonder of being special and unique.

Year 1: We meet God's love in our family.

AIM: To focus on families and specially growing up in a loving, secure and stable home.

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

AIM: To describe how we are growing and developing in diverse communities that are God-given.

Year 3: How we live in love.

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

Year 4: God loves us in our differences.

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

Year 5: God loves us in our changing and developing.

AIM: Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives.

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

AIM: To develop a secure understanding of what stable, caring relationships are and the different kind there may be.  
Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.  
What does love look like?  
It has the hands to help others.  
It has the feet to hasten to the poor and needy. It has eyes to see misery and want.  
It has the ears to hear the sighs and sorrows of others.  
This is what love looks like.  
St. Augustine

#### JOURNEY IN LOVE AND DFE GUIDANCE

From September 2020, guidance from the Department for Education for Relationships Education, Relationships and Sex Education (RSE) and Health Education becomes mandatory for all Schools, including Catholic Schools.

This initiative has been welcomed by the Catholic Education Service (CES), who state clearly that, Catholic schools are also required to deliver RSE in accordance with the teaching of the Church. RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education, which seeks to form as well as inform young people in preparation for adult life.

A Journey in Love offers opportunities to teach DFE guidance on Relationships Education and Relationships and Sex Education in age-appropriate ways.

The Catholic Education Service accentuates that any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic

Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

APPENDIX 3

JOURNEY IN LOVE PROGRAMME OF STUDY

New Journey in Love Lesson Coverage One lesson per week Duration –half an hour SUMMER 1 TERM

	<u>AIMS</u>	<u>Key words</u>	<u>Key skills</u>	<u>Social and emotional</u>	<u>Physical</u>	<u>Spiritual</u>
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<u>Early Years</u>	To explore the wonder of being special and unique	God, wonder, love, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique, belonging, different, special, womb, describe, friends, generous, worried, Baptism	Listening, Sharing, speaking, respecting, observing, praying, relating, celebrating, creating	To recognise the joy of being a special person in my family  ( 2 x half hour lessons)	To recognise that we are all different and unique  ( 2 x half hour lessons)	To celebrate the joy of being a special person in God’s family.  ( 2 x half hour lessons)
<u>Year 1</u>	To focus on families and specially growing up in a loving, secure and stable home.	Unique, friend, respect, secure, God, love, care, commitment, stable, important, different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong,	Listening, observing, relating, speaking, respecting, praying, reflecting, understanding, recognising, supporting, celebrating, deciding	To recognise signs that I am loved in my family.  ( 2 x half hour lessons)	To recognise how I am cared for and kept safe in my family  ( 2 x half hour lessons)	To celebrate ways that God loves and cares for us.  ( 2 x half hour lessons)



		unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, arms, breasts, nipple, waist, elbows , penis, vagina, vulva, bottom, anus, legs, knees, ankles, feet, toes				
<u>Year 2</u>	To describe how we are growing and developing in diverse communities that are God-given.	Community, local, global, impact, responsibility, harm, improve, God given, belonging, family, diverse, father, mother, relationships, secrets, stereotypes, respect, equal	Listening, observing, relating, speaking, respecting, praying, reflecting, understanding, describing, recognising, informing, forgiving	To recognise the joy and friendship of belonging to a diverse community.  ( 2 x half hour lessons)	To describe ways of being safe in communities.  ( 2 x half hour lessons)	To celebrate ways of meeting God in our communities.  ( 2 x half hour lessons)
<u>Year 3</u>	To describe and give reasons for how we grow in love in caring and happy friendships	Community, God given, belonging, family, diverse, father, mother, carer, guardian, feelings, emotions, friends,	Listening, observing, relating, speaking, respecting, praying, reflecting, understanding,, describing, articulating,	To describe and give reasons how friendships make us feel happy and safe.	To describe and give reasons why friendships can break down, how they can be repaired	To celebrate the joy and happiness of living in friendship with God and others.

	where we are secure and safe.	loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful	welcoming, choosing wisely	( 2 x half hour lessons)	and strengthened.  ( 2 x half hour lessons)	( 2 x half hour lessons)
<u>Year 4</u>	To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.	God, gifts, talents, difference, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious belief, bullying, polite, uniqueness, innate, beauty, dignity	Respecting, encouraging, recognising, appreciating, celebrating, relating	To describe how we all should be accepted and respected.  ( 2 x half hour lessons)	To describe how we should treat others making links with the diverse modern society we live in. ( 2 x half hour lessons)	To celebrate the uniqueness and innate beauty of each of us.  ( 2 x half hour lessons)
<u>Year 5</u> <u>Girls and boys taught separately</u>	Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that	God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, biological, respect, reproduction, menstrual cycle,	Respecting, adapting, relating, developing, considering, supporting, deciding, accepting, helping	To show knowledge and understanding of emotional relationship changes as we grow and develop.	To show knowledge and understanding of physical changes in puberty.	To celebrate the joy of growing physically and spiritually.

	accompany puberty – sensitivity, mood swings, anger, boredom, etc. and grow further in recognising God’s presence in our daily lives.	hormones, pituitary gland, uterus, fertilised ovum, fallopian tube, vagina, vulva, cervix, womb, period		( 2 x half hour lessons)	( 2 x half hour lessons)	( 2 x half hour lessons)
<u>Year 6 Girls and boys taught separately</u>	To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.	God, Christion, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, fiancé, fiancée	Categorising, observing, classifying, listening, questioning, speaking, relating, respecting, reflecting, thinking, identifying, accepting, empathising, understanding, communicating, presenting, evaluating, researching	To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.  ( 2 x half hour lessons)	Explain how human life is conceived.  ( 2 x half hour lessons)	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.  ( 2 x half hour lessons)

## APPENDIX 4

### **Department of Catholic Education and Formation Catholic Bishops' Conference of England and Wales Relationship and Sex Education in Catholic Schools**

Introduction From September 2020, Relationship and Sex Education becomes statutory in all Secondary Schools in England and Relationship Education becomes statutory in all Primary Schools in England. This document seeks to address some of the frequently asked questions as to how this will affect Catholic education and Catholic schools. Frequently Asked Questions 1. What is the overall purpose of Catholic education? The principal purpose of Catholic education is the formation of disciples of Jesus Christ. This is expressed in the Church's Declaration on Catholic Education, which states: "A Christian education ... has as its principal purpose this goal: that the baptized, while they are gradually introduced to the knowledge of the mystery of salvation, become ever more aware of the gift of faith they have received and that they learn in addition how to worship God the Father ... especially in liturgical action and be conformed in their personal lives according to the new man created in justice and holiness of truth; ... also that they develop ... to the mature measure of the fullness of Christ ... and strive for the growth of the Mystical Body; ... that they are aware of their calling, they learn not only how to bear witness to the hope that is in them ... but also how to help in the Christian formation of the world that takes place when natural powers viewed in the full consideration of man redeemed by Christ contribute to the good of the whole society." 2. Why does the Church have its own schools? Catholic schools are established by the Church to: assist in its mission of making Christ known to all people; assist parents, who are the primary educators of their children, in the education and religious formation of their children; be at the service of the local Church – the diocese, the parish and the Christian home; and, be "a service to society"<sup>i</sup>. These objectives help students to: "encounter the living God who in Jesus Christ reveals his transforming love and truth"<sup>ii</sup>; provide an environment in which students are enabled to build and deepen their relationship with God; foster an academic culture aimed at the pursuit of truth; and, actively promote growth in virtue. A fundamental principle of Catholic education is the formation of the whole person<sup>iii</sup>. In the education of children and young people in Catholic schools, well-taught, age appropriate Relationship and Sex Education (RSE) is an important part of this holistic approach<sup>iv</sup>. Given the dangers of the modern world, and the ease at which young people can access erroneous information and damaging material, RSE plays a vital role in keeping children safe. 2 Equally fundamental is the inalienable role of parents as the primary educators of their children, especially when it comes to highly sensitive topics such as RSE<sup>v</sup>. Therefore, Catholic schools must collaborate extremely closely with parents to ensure RSE is delivered in an appropriate way<sup>vi</sup>. The Church's vision of the "integral education of the human person through a clear educational project of which Christ is the foundation"<sup>vii</sup>, provides the perfect template to deliver effective RSE in a manner that prepares pupils for life<sup>viii</sup> in modern Britain, as well as teaching them to value the precious gift of human life and the dignity that God gives to every person. 3. Can Catholic schools teach RSE in accordance with the teaching of the Church? Yes. The Catholic approach to the teaching of RSE existed in Catholic schools long before the introduction of statutory RSE, and the new statutory guidance does not change our Catholic approach to teaching the sensitive aspects of this subject. To be clear, the Catholic Church will continue to be able to deliver RSE in its schools in fidelity to, and in accordance with, the teaching of the Church. 4. Will Catholic schools be forced to promote a secular view on contemporary issues? No. Well-taught RSE serves to keep children and young

people safe. Therefore, it is important that RSE which is taught in Catholic schools recognises the context (including the many dangers) of modern society. If parents and schools do not provide pupils with the knowledge that they need to be able to make good life choices, we would be failing in the duty to keep our children and young people safe. This does not mean that schools are required to promote a particular worldview. The Government's most recent statutory guidance does not force Catholic schools (or any other school for that matter) to endorse any ideologies, lifestyles or life choices, nor does it say we cannot preferentially promote the Church's teaching on the dignity of the human person and the sanctity of life. 5. Will Catholic schools be forced to teach that Civil Marriage is equal to Sacramental Marriage? No. The new guidance does not force Catholic schools to teach that Civil marriage is equal to Sacramental Marriage. Catholic RSE gives pupils the ability to understand the significant and important differences between them. 6. Has the Catholic Church submitted to pressure from the Government and special interest groups? No. The Catholic Church is the second largest provider of education in the country, and as such we are a valued Government partner. Over the years, the CES has worked hard to protect the rights of parents and Catholic schools and will continue to do so. It is because of this close working relationship that the Church has been able to safeguard the right of withdrawal as well as protection of the Catholic curriculum. There are special interest groups which have approaches to RSE that are incompatible with the teaching of the Catholic Church, and as such should not be taught in Catholic schools. 3 7. Do you still support the rights of parents to withdraw their children from Sex Education? Yes. Parents are the primary educators of their children. Therefore, they must always maintain the right to be able to deliver these highly sensitive topics themselves. Catholic schools must work closely with parents in the delivery of RSE, moreover the fact that parents have this right often initiates this important dialogue (see 2. above). Because of this close working relationship, year on year we consistently see less than a quarter of one percent of pupils in Catholic schools being withdrawn. Also, this right is vital for the many Catholic parents who do not have the ability to send their child to a Catholic school, thus ensuring parents can teach these topics in accordance with the teaching of the Church. 8. Who decides what is taught about RSE in Catholic schools? The decision about what is taught in RSE is set out by a school in consultation with parents. However, the Diocesan Bishop has the final right to decide on whether a Catholic school's curriculum complies with the teaching of the Church. All schools must have regard to statutory guidance, but this is not the same thing as a national RSE curriculum. Because children mature at different rates, or to respond to a specific school incident, schools need this flexibility to come to a reasoned judgement of what is 'age-appropriate' or what is needed to safeguard the pupils in their care. In Catholic schools all RSE must be taught in fidelity to, and in accordance with, the teaching of the Church. Many dioceses promote the CES's model RSE curriculum for both primary and secondary schools as well as sixth-form colleges. These model curricula equip pupils with the skills needed to deal with the challenges modern society whilst staying true to the Church's teaching on the dignity of the human person made in the image and likeness of God, and on the sanctity of life. 9. What can parents do if they consider that the RSE being taught at their local Catholic school is not in accordance with the teaching of the Church? If parents consider that the RSE being taught at their child's Catholic school is not in accordance with the teaching of the Church, they should contact the head teacher. Often the concerns of parents can be taken into account when there is a dialogue between home and school. If, after this dialogue, parents are still unhappy they have the right to withdraw their child from sex education. All Catholic schools will have a process for parents to withdraw their children from these lessons which will be available in the RSE policy on the school's website. 10. Where can I find out more information on RSE in Catholic schools in England and Wales? More information can be found at:

[www.catholiceducation.org.uk/schools/relationship-sex\\_education](http://www.catholiceducation.org.uk/schools/relationship-sex_education) October 2020 i The Catholic School on the Threshold of the Third Millennium, Congregation for Catholic Education, 1997, §4 ii Pope Benedict XVI, Address to Catholic Educators, Catholic University of America in Washington, D.C., April 17, 2008 iii The Religious Dimension of Education in a Catholic School, Congregation for Catholic Education, 1988, §31 iv Cf. Pope John Paul II, Apostolic Exhortation, Familiaris Consortio, 1981, §37 and, Cf. Educational Guidance in Human Love, Congregation for Catholic Education, 1983, §54 & §69 4 v The Truth and Meaning of Human Sexuality: Guidelines for Education within the Family, Pontifical Council for the Family, 1995, §23 vi Charter of the Rights of the Family, Pontifical Council for the Family, 1983, Article 5, c. vii The Catholic School on the Threshold of the Third Millennium, Congregation for Catholic Education, 1997, §4 viii Educational Guidance in Human Love, Congregation for Catholic Education, 1983, §37 to 4