



RSE

Relationships and Sex Education

Presentation to Parents

Content

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'The Church recognises that parents are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development. Catholic schools work in partnership with parents to help them in this task.'

'All RSE 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, irrespective of value background, have a fundamental right to have their experiences and lives respected.

Our children experience a wide range of lived experiences at home. Schools should strive, therefore, to promote a healthy, positive atmosphere in which RSE can help pupils learn without intimidation or fear. Schools should encourage pupils to ask questions freely in an appropriate manner or setting (which may include in written form for those children embarrassed to ask their question in front of the group) confident that their questions will be answered. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

All parents, as primary educators of their children, have the right and responsibility to raise their children in accordance with their beliefs and values, forming them and giving them the information they wish them to possess. Where such information is not in accordance with Church teaching, however, the school must make it known that it is the parent's responsibility to discuss this issue or topic with their child.'

GUIDANCE AND PRINCIPLES FOR RELATIONSHIP AND SEX EDUCATION Diocese of East Anglia.

Statutory Content - Parents are not able to withdraw children from Science Curriculum content.

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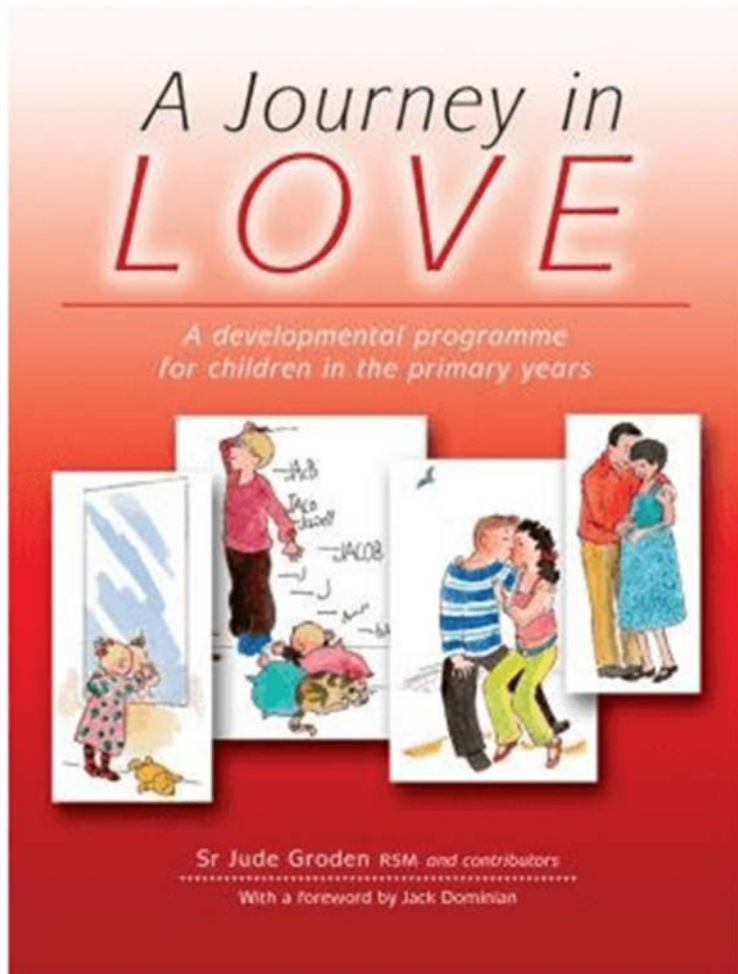
Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed

National Curriculum Science

Year Group	Programme of Study Statutory Content for 'Animals, including humans'. <i>Pupils should...</i>
R	ELG: know about similarities and differences between themselves and others, and among families, communities and traditions.
Y1	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Y2	notice that animals, including humans, have offspring which grow into adults
Y3	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement
Y4	describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions
Y5	describe the changes as humans develop to old age (puberty).
Y6	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans

Our RSE Programme 'A Journey in Love'.



We use much, but not all, of the content in this book. In line with Diocesan guidelines, we leave the teaching of puberty, sexual intercourse and conception to the Summer Terms of Years 5 and 6.

As a result, some of the Year 4 content in the book has been moved to Years 5 and 6.

Year Group Breakdown of Content.

Year Group	Physical	Social	Emotional	Intellectual	Spiritual
R – <i>God loves each of us in our uniqueness</i>	Does it matter if we are different? How are we different to each other?	With whom do I play with? Why does x play with me? Name favourite games.	How do you feel about your friends? Why do you play with them?	Is it important to have friends? Describe a good friend.	Is Jesus our friend? How we are special to God.
Y1 – <i>We meet God's love in our Family</i>	Who is in my family? How babies are different. How babies change and grow.	Sharing our stories of how we changed from babies to children.	Sharing the happiest and saddest times in my family. How love is shown in my family.	Why do we need to grow up in families? What would life be like without your family?	Recognising we are part of God's family.
Y2 – <i>We meet God's love in the community</i>	Do you belong to a community? Explore signs of belonging.	The importance of us belonging to a community. What we give & receive.	How does belonging to a community help us to develop our emotions?	Can people in a community ever feel alone? Advantages to being alone	How should children of God treat each other?
Y3 – <i>How we live in love</i>	Who takes care of me? How do I look after myself? How am I changing?	How do I keep myself safe? How do I help others make and keep friends? How do I care for others?	The challenges of friendships.	Exploring differences between being alone and being lonely. Recognising the need for privacy.	Including others as Jesus included Zacchaeus.
Y4 – <i>God loves us in our differences</i>	Understand that we grow at a different rate. * Adjusted content.	Accepting and celebrating myself and others. How do I deal with difference?	Appreciating my own and others' talents. Dealing with negative emotions.	Identifying, naming and analysing feelings.	Exploring St Paul's teaching on love... 'Love is patient...'

Year Group	Physical	Emotional	Social	Spiritual
Y5 – <i>God loves me in my changing and development.</i>	<p>Naming male & female body parts & functions, including reproductive organs. (Yr 4 adjusted content)</p> <p>Internal & external changes in puberty including menstruation and ovulation.</p>	<p>Recognising that behaviour expectations change as we grow up. Reflect on the ways to become more sensitive to the emotional development of oneself and others.</p>		<p>Celebrate the wonder of change. The St Francis Serenity prayer.</p>
Y6 – <i>The wonder of God's love in creating new life.</i>	<p>Background note: The Christian teaching is that babies should be conceived as the fruit of a loving, married relationship.</p> <p>Revision of male & female body parts & functions, including reproductive organs. Sexual intercourse Explanation of conception . The development of the baby in the womb (Yr 4 adjusted content)</p>	<p>What real love is; exploring its characteristics and how it is the foundation to equal and happy relationships.</p>	<p>Recognising that there are different sorts of love apart from romantic love. Identifying ways in which people show love.</p>	<p>Understanding that God causes new life to begin through the love that parents have for one another; that marriage is living out love; that the Church celebrates all this in the Sacrament of Marriage.</p>

Throughout all strands of all content in all years is the recognition that Staff will be sensitive to the needs of differing pupils, levels of maturity and personal circumstances. We will ensure equality (Equalities Act 2010) irrespective of disability, SEND; race, nationality, ethnic origin; gender; religion or sexual orientation. (St Francis of Assisi RSE Policy)

Our RSE Programme 'A Journey in Love'.

YEAR TWO

We meet God's love
in the community



PHYSICAL

- (1) Do you belong to a community?
- (2) What other community do you belong to?
- (3) How do you belong to these communities?

BACKGROUND NOTES

Definition of the word Community

1. The people living in one locality.
2. A group of people having cultural or other characteristics in common.

Collins Dictionary

ACTIVITIES

- Look at the word community... Develop with children an awareness that belonging to their family is their first experience of a community of love. Encourage children to share:
 - How love is shown in the family.
 - What activities are done together.
 - How they look out for each other.
 - Inside a heart frame draw a family activity they enjoy.

- Focus on the School as Community, e.g. Class community, Year Community, School Community, Parish Community, Club Communities (in and out of school).
- Discuss signs of belonging, e.g. uniform, attendance, commitment, loyalty.
 - respect for the well-being of others
 - contribution to team spirit
 - celebrating each others gifts/abilities and achievements.

LEARNING OBJECTIVE

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

KEYWORDS

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

SKILLS

Listening
Observing
Relating
Speaking
Respecting
Reflecting
Praying
Understanding

Accompanying slides example:

What communities do you belong to?



Family



Parish

6 A Journey in Love - Year 2



How do you belong to these communities?

Do things together

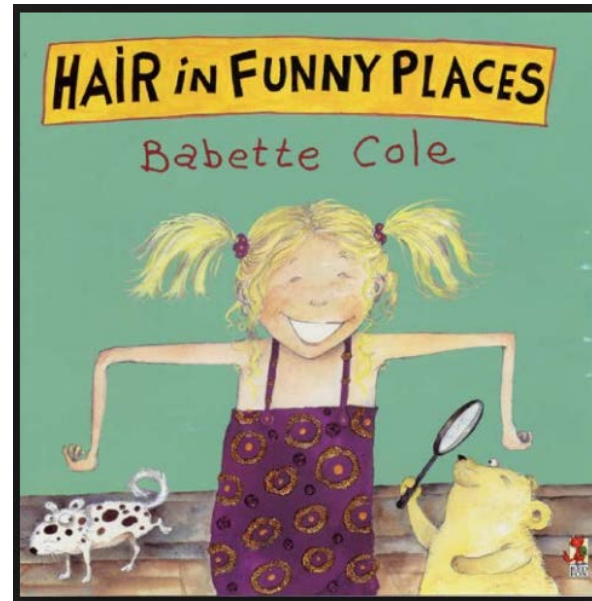
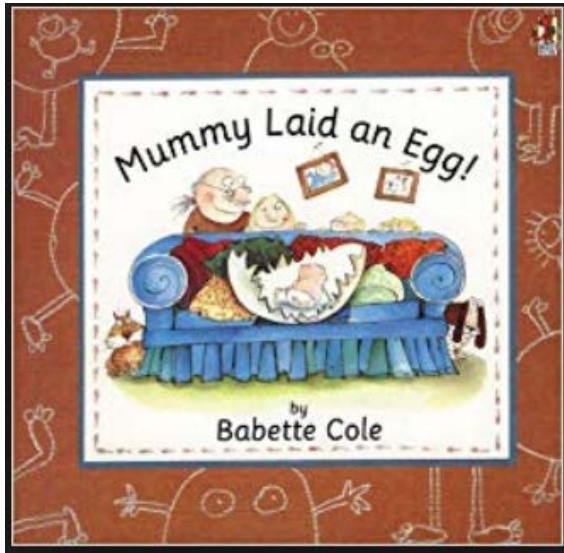


Pray together

6 A Journey in Love - Year 2



Supporting Materials for Parents



Questions