

RSE

Relationships and Sex Education

Presentation to Parents

Aims of the Meeting

What we will discuss:

- The Diocesan Vision for RSE in East Anglian Catholic schools.
- The Legal DfE Framework for Teaching RSE in School.
- The Statutory Science Curriculum Content
- The Right to Withdraw
- Our RSE Programme 'Live Life to the Full'. 10 minute video.
- Year Group Breakdown of Content.
- Supporting Materials for Parents.
- Questions about any of the above.

What we will not discuss:

- Whether 'Live Life to the Full' reflects personal parent opinions on what should or shouldn't be taught to children.

Our Diocesan Vision

'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.'

Bishop Alan Hopes *Letter to Headteachers June 2018*

‘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.

Department for Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

By the end of primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

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	• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage[13] represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect,

Religion and belief, including teaching in schools with a religious character

19. A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.

20. In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

21. All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example,

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the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.

22. In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

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

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Department for Education

Statutory guidance

National curriculum in England: science programmes of study

Updated 6 May 2015

Contents

Key stage 1

Key stage 1 programme of study - years 1 and 2

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'. *Pupils should…***
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

Statutory Requirements for RSE in England & Right to Withdraw

Knowing that the English and Welsh government have statutory requirements for Relationships, Sex and Health Education (schools in England) and Relationships and Sexuality Education (schools in Wales), but that faith schools are able to teach RSHE/RSE in line with their faith's beliefs can sometimes feel a bit confusing and overwhelming, especially when schools want to communicate clearly with parents.

What is covered by statutory RSHE/RSE and what does this mean in terms of what schools can and should teach, and what right do parents have to withdraw their children from lessons?

Schools in England

In primary schools, the subject is entitled 'Relationships and Health Education'. There is no compulsory mention of the word 'sex' in the subject for primary schools. This means that 'sex education' is an optional subject. In secondary schools, the subject is entitled 'Relationships, Sex and Health Education'. Here, 'sex education' is a compulsory element of the statutory curriculum.

Parents in England have the right to withdraw their children from lessons that teach 'Sex Education'. They can do so up to three terms before their children reach the age of 16 (even though sex education is part of the statutory curriculum for secondary schools).

St Francis of Assisi Catholic Primary School

RSE Policy

July 2021

St Martha's SMS Catholic Primary School

RSHE Policy

2022-2023

'Together we live and learn, we play and pray'

Field Lane, King's Lynn, Norfolk, PE30 4AY

Our vision is to create a community based on Catholic faith and values where every child is empowered to be the best he or she can be, nurtured by outstanding teachers, staff and governors

Relationships & Sex Education Policy

18 20 St Augustine's Catholic Primary School

St. Augustine's Catholic Primary School

19 West End Road, Old Costessey, Norwich. NR8 5AG

Part of the St. John the Baptist Catholic Multi-Academy Trust

We try to follow Jesus by loving each other and caring for God's world.

Wisdom, Love, Might, Let there be Light!

Catholic Education Service

A MODEL POLICY FOR RELATIONSHIPS AND SEX EDUCATION

Schools may sometimes be able to quote directly from this exemplification but should customise it to suit their own particular circumstances.

SCHOOL MISSION STATEMENT

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

Describe any consultation that has taken place e.g.

- **pupil focus groups / school council**
- **questionnaires to parents / carers, any meetings etc.**
- **review of RSE curriculum content with staff and pupils**
- **consultation with wider school community e.g. school nurse**
- **consultation with school governors**

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the _____term 20__.
This policy will be reviewed every year/2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff.
The next review date is ___.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"[1]. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and

[1] **Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4**

St Francis of Assisi Catholic Primary School

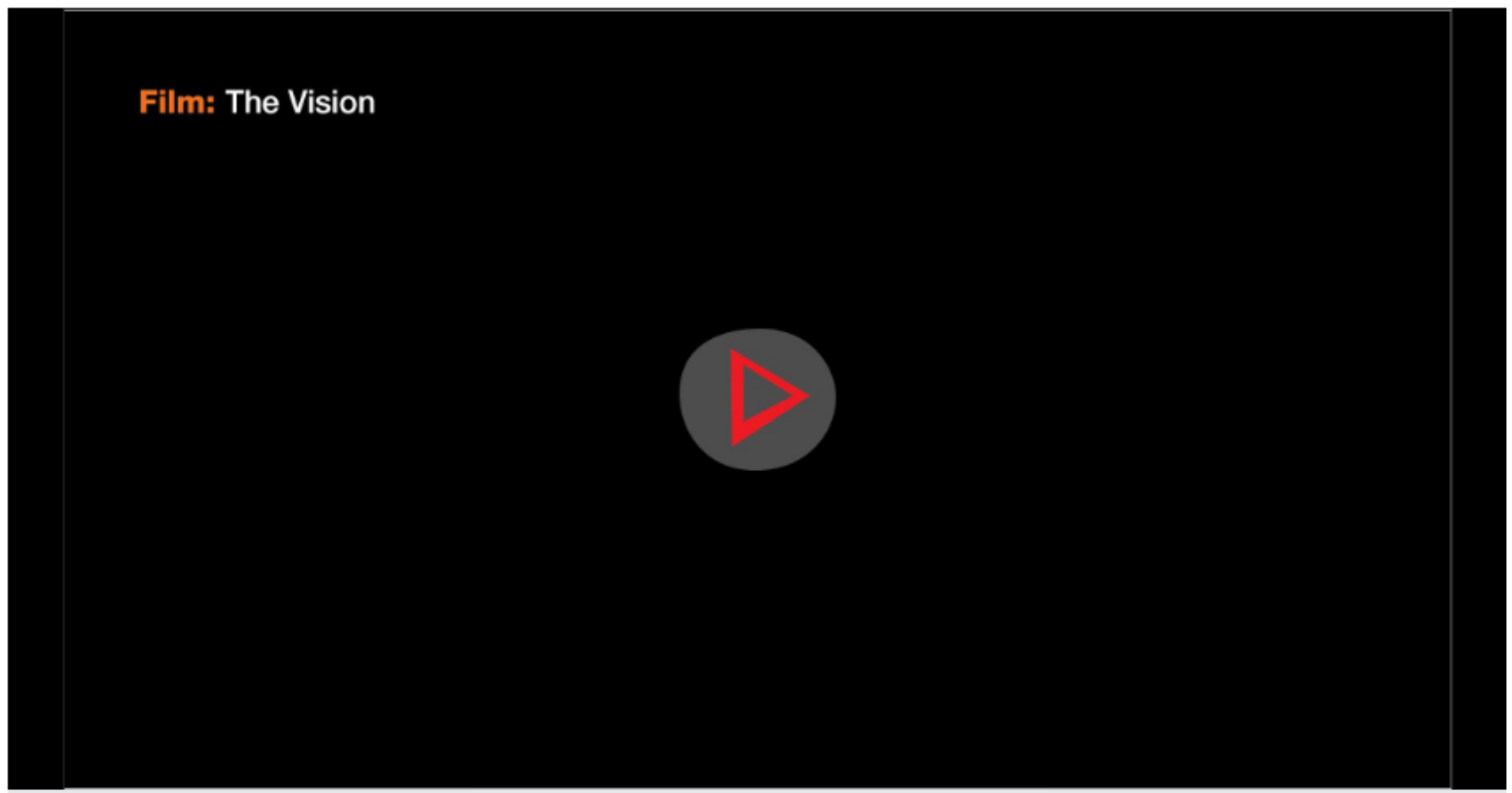
Consultation

RSE Policy

Spring 2024

Session 1: Parent Consultation Session

This session introduces parents to Life to the Full and Life to the Full Plus. This session can be used instead of the Parent Consultation Course. Through the session, parents should be inspired by the vision of the programme, understand why it is taking place and why the school is working in partnership with Ten Ten Resources, know where and how they can access further information about the programme content and, if appropriate, be consulted about Key Decisions in the programme.



Year 1

Week	Module and Unit	Session Title	Session Length
1	KS1, Module 1, Unit 1	Story Sessions: **Let the Children Come**	5 x 10-minute sessions over 5 days
2	KS1, Module 2, Unit 1	Session 1: **God Loves You**	40 minutes
3	KS1, Module 2, Unit 2	Session 1: **Special People**	40 minutes
		Session 2: **Treat Others Well…**	35 minutes
		Session 3: **…and Say Sorry**	30 minutes
4	KS1, Module 2, Unit 4	Session 1: **Good and Bad Secrets**	35 minutes
		Session 2: **Physical Contact**	40 minutes (or 2 x 25 minutes)
		Session 3: **Harmful Substances**	30 minutes
5	KS1, Module 2, Unit 4	Session 4: **Can You Help Me? (Part 1)**	35 minutes
		Session 5: **Can You Help Me? (Part 2)**	35 minutes
6	KS1, Module 3, Unit 1	Session 1: **Three In One**	25 minutes
		Session 2: **Who is My Neighbour?**	30 minutes
	KS1, Module 3, Unit 2	Session 1: **The Communities We Live In**	35 minutes

Year 3

Week	Module and Unit	Session Title	Session Length
1	LKS2 Module 1, Unit 1	Story Sessions: **Get Up!**	5 x 15-minute sessions over 5 days
		Session 2: **The Sacraments**	40 minutes
2	LKS2 Module 2, Unit 1	Story Sessions: **Jesus, My Friend**	4 x 15-minute sessions over 4 days
3	LKS2 Module 2, Unit 2	Session 1: **Family, Friends and Others…**	45 minutes
		Session 2: **When Things Feel Bad**	45 minutes
4	LKS2 Module 2, Unit 3	Session 1: **Sharing Online**	35 minutes
		Session 2: **Chatting Online**	35 minutes
5	LKS2 Module 2, Unit 4	Session 1: **Safe In My Body**	45 minutes
		Session 2: **Drugs, Alcohol and Tobacco**	45 minutes
		Session 3: **First Aid Heroes**	45 minutes
6	LKS2 Module 3, Unit 1	Session 1: **A Community of Love**	40 minutes
		Session 2: **What is the Church?**	35 minutes
	LKS2 Module 3, Unit 2	Session 1: **How Do I Love Others?**	45 minutes

Pathway #1: 2-year cycle over 1 term

Life to the Full Primary

Ten:Ten Resources

Year 4

Week	Module and Unit	Session Title	Session Length
1	LKS2 Module 1, Unit 1	Story Sessions: **Get Up!**	5 x 15-minute sessions over 5 days
2&3	LKS2 Module 1, Unit 2	Session 1: **We Don't Have to be the Same**	40 minutes
		Session 2: **Respecting our Bodies**	40 minutes
		Session 3: **What is Puberty?**	40 minutes
		Session 4: **Changing Bodies**	40 minutes
		Session 5: **Male/Female Discussion Groups (optional)**	45 minutes
4	LKS2 Module 1, Unit 3	Session 1: **What Am I Feeling?**	40 minutes
		Session 2: **What Am I Looking At?**	35 minutes
		Session 3: **I Am Thankful**	40 minutes
5	LKS2 Module 1, Unit 4	Session 1: **Life Cycles**	40 minutes
		Session 2: **A Time For Everything**	45 minutes
6	LKS2 Module 3, Unit 1	Session 1: **A Community of Love**	40 minutes
		Session 2: **What is the Church?**	35 minutes
	LKS2 Module 3, Unit 2	Session 1: **How Do I Love Others?**	45 minutes

Session Summary

Slides 1 - 5 (3 mins)	Invite pupils to describe the meaning of puberty-related words to introduce the theme, then explain that the content of today's session requires maturity.
Slides 6 - 7 (25 mins)	***Click to play*** the film '**Paradise Street - Episode 2'**, in which there is a 'puberty lesson' in school which causes Leyla anxiety about wearing a bra. Eventually, her sister helps her out. Then use the **Appendix 1** 'Lucky Dip' questions or the more detailed discussion points in the Session Notes to help children respond.
Slide 8 (12 mins)	***Click to play*** the film '**Delving Deeper into Episode 2'** in which Nathan and Rachel discuss changes that girls' bodies go through during puberty, and that their bodies are a gift from God which deserve respect from themselves and others. Reinforce the message from previous key stages that privates are private!
Slide 9 (16 mins)	Invite pupils to complete the personal activity in their 'Paradise Street' Workbook, which helps them to consolidate factual learning and consider how a girl might feel about the changes facing her.
Slides 10 - 11 (4 mins)	Conclude the session with a reflection from Psalm 139, and sing the module song.

Key Vocabulary

body hair growth spurt puberty breasts buds nipples hips widen waist narrows

perspiration oily skin genitals vagina uterus menstruation development self-conscious

embarrassed changing natural respect boundaries private

Year 5

Week	Module and Unit	Session Title	Session Length
1	UKS2 Module 1, Unit 1	Story Sessions: **Calming the Storm**	5 x 15-minute sessions over 5 days
2	UKS2 Module 2, Unit 1	Session 1: **God Is Calling You**	60 minutes
3	UKS2 Module 2, Unit 2	Session 1: **Under Pressure**	60 minutes
		Session 2: **Do You Want A Piece of Cake?**	60 minutes
		Session 3: **Self-Talk**	60 minutes
4	UKS2 Module 2, Unit 3	Session 1: **Sharing Isn't Always Caring**	60 minutes
		Session 2: **Cyberbullying**	60 minutes
5	UKS2 Module 2, Unit 4	Session 1: **Types of Abuse**	60-90 minutes
		Session 2: **Impacted Lifestyles**	60 minutes
		Session 3: **Making Good Choices**	60 minutes
		Session 4: **Giving Assistance**	60 minutes
6	UKS2 Module 3, Unit 1	Session 1: **The Holy Trinity**	60 minutes
		Session 2: **Catholic Social Teaching**	60 minutes
	UKS2 Module 3, Unit 2	Session 1: **Reaching Out**	60 minutes

Year 6

Week	Module and Unit	Session Title	Session Length
1	UKS2 Module 1, Unit 1	Story Sessions: **Calming the Storm**	5 x 15-minute sessions over 5 days
2	UKS2 Module 1, Unit 2	Session 1: **Gifts and Talents**	60 minutes
		Session 2: **Girls' Bodies**	60 minutes
		Session 3: **Boys' Bodies**	60 minutes
		Session 4: **Spots and Sleep**	60 minutes
3	UKS2 Module 1, Unit 3	Session 1: **Body Image**	60 minutes
		Session 2: **Peculiar Feelings**	60 minutes
		Session 3: **Emotional Changes**	60 minutes
		Session 4: **Seeing Stuff Online**	60 minutes
4	UKS2 Module 1, Unit 4	Session 1: **Making Babies (Part 1)**	60 minutes
		Session 2: **Making Babies (Part 2)** May be omitted or may be set as a homework task with parents.	60 minutes
		Session 3: **Menstruation**	60 minutes
		Session 4: **Hope Beyond Death**	60 minutes
	UKS2 Module 2, Unit 2	Session 4: **Build Others Up**	60 minutes
6	UKS2 Module 3, Unit 1	Session 1: **The Holy Trinity**	60 minutes
		Session 2: **Catholic Social Teaching**	60 minutes
	UKS2 Module 3, Unit 2	Session 1: **Reaching Out**	60 minutes

Unit 4: Life Cycles

In Unit 4 – Life Cycles, children will learn about God's design for creating new life through a more nuanced understanding of menstruation, fertility, conception, foetal development in the womb and childbirth. An optional session talks about sexual intercourse within the context of marriage being God's plan for the place of sex within a relationship. Framed within the Christian understanding of eternal life, a further session on death and grief helps pupils to consider and communicate about death in a direct yet gentle way, and consider ways to support themselves and others.

KEY DECISION: Talking about Sex. This is a very sensitive topic and the session should only be run if it has been approved and agreed by the school's governing body in consultation with parents. Teaching about sexual intercourse is not part of the statutory curriculum. The session can be omitted without detracting from the journey of the overall programme. A separate parents-only version of this session has also been provided to allow parents the opportunity to introduce these matters at their own time and choosing. This lesson upholds and supports the teaching of the Catholic Church on sex and marriage whilst also discussing other types of relationships.

Module Song

Module Workbook

Life to the Full - Upper Key Stage Two - Module 1 - Unit 4

Session 2: Making Babies (Part 2)

Previously in 'Paradise Street', Finn and Leyla asked questions about how babies are made and they learned about the different stages of life in the womb. At the end of the episode, Finn disarms his Dad with the question, "How did your sperm actually get inside Mum's body?" In this session, pupils will learn some key information and facts about sexual intercourse, underpinned with the religious understanding that sexual intercourse is intended for married couples and has been designed by God.

Important note: This session concerns **Key Decision #5: Talking About Sex**. This session should only be run if it has been approved for use in your school. Please check with your Programme Coordinator.



As part of your subscription to "Life to the Full", all parents will be able to access the Online Parent Portal with the following login credentials:

Username	st-francis-assisi-nr2
Password	animals-friend
Parent Portal	https://www.tentenresources.co.uk/parent-portal/
Parent Consultation Tool	https://www.tentenresources.co.uk/parent-consultation-tool-primary/

Questions