



Saint Edward's Catholic Academy

# RSE Meeting

Pentecost 2024





# Aims

- ☐ To explain what RSE looks like in a Catholic School.
- ☐ To introduce 'A Journey in Love' and explore the changes in the updated version of the scheme.
- ☐ To give an outline of the taught curriculum in each year group.
- ☐ To explore the curriculum material in different year groups.
- ☐ To explain how RSE is mapped into our curriculum.
- ☐ To share the compulsory elements of the RSE curriculum.





## RSE - Parents and carers

At St Edward's we are committed to delivering an RSE curriculum that reflects the teaching of the Catholic Church and the Department for Education requirements.

However, we recognise that parents and carers are the primary educators of children. Your role in the education of your children at home in regards to RSE is crucial.



## RSE in Catholic schools

- 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).
- 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;



## Children are given opportunities to take part in activities which;

- Encourage them to reflect on their own relationships in order to develop an understanding of themselves, their sexuality and that of others
- Help them acquire the skills necessary to develop and sustain relationships
- Develop self-confidence and self-esteem
- Help them to consider personal attitudes and make responsible decisions
- Present facts in an objective and balanced manner and use appropriate terminology
- Enable them to discuss issues without embarrassment or fear of ridicule
- Encourage them to discuss and challenge the message given out by their peers and the media







## Children are given opportunities to take part in activities which;

- ☐ Enable them to make informed decisions to help them to assess, avoid and manage risk
- ☐ Develop effective ways of resisting pressures, including knowing when and where to get help
- ☐ Use assertiveness techniques to resist unhelpful pressure
- ☐ Develop skills to cope with emergency situations
- ☐ Help them to understand rules, rights and responsibilities
- ☐ Enable them to consider different points of view
- ☐ Explore moral, social and cultural issues





# A Journey in **LOVE**

*A developmental programme  
for children in the primary years*



## A Journey in Love

This scheme has as its core the belief that we are made in the image and likeness of God and as a consequence, gender and sexuality are God's gift.



## A Journey in Love

An aspect of the mystery of love is covered in each year group. Children are encouraged to marvel at the wonder and beauty of God's love. This is reflected through a series of suggested, progressive and developmental tasks which focus on physical, social, emotional, intellectual and spiritual development.





## RSE at St Edward's Catholic Academy

RSE is taught across the school from Early Years to Y6. It is mapped into our curriculum and taught through a variety of subjects:

- ☐ Discrete RSE lessons - A Journey in Love
- ☐ RE
- ☐ Our Catholic Ethos
- ☐ Science
- ☐ PSHE



# Early Years

The wonder of being special and unique



## Physical

**To recognise we are all different and unique.**

Does it matter if we are different?

Look at me - how am I different from you?

Look at you - how are you different from me?

Why has God made us all different and special to Him?

How can we be friendly to others?

How can we make and keep friends?

## Social and emotional

**To recognise the joy of being a special person in my family.**

Why are you special to your family?

How do you know you are special?

What do you love and enjoy about being part of your family?

How does God show you to you and your family?

## Spiritual

**To celebrate the joy of being a special person in God's family.**

How do we celebrate with each other?

What can we remember about happy celebrations in our families?

What celebrations do we enjoy and look forward to?

How can we celebrate being part of God's family?





# Year 1

We meet God's love in our family



## Social and emotional

**To recognise signs that I am loved in my family.**

How is love shown in your family?

How does saying 'please' show care and consideration for your family?

Why is saying 'sorry' important in our family?

Why should we always tell the truth?

## Physical

**To recognise how I am cared for and kept safe in my family.**

Who is in my family?

How do families show love and care for each other?

How do we act with adults who are not in our family and that we do not know?

In what ways are you made in the image and likeness of God?

What are the parts of the body called?

## Spiritual

**To celebrate the ways in which God loves and cares for us.**

What ways have we grown in love and security in our families?

How have we shown love to our families?

How do we know that we are loved and cared for by God?



## Year 2

We meet God's love in the community



### Social and emotional

Is belonging to a community important?

How would you describe a community?

How do different individuals enrich our community?

What do you bring to the community you belong to?

What roles do people do in our communities?

### Physical

What makes us feel safe in our families, friendships and communities?

Who would you go to if you felt worried or unsafe?

Do you know how to ask for help if you were worried about another person or felt unsafe?

How can we use the internet and digital devices safely at home?

### Spiritual

How does the school motto or mission statement celebrate this community?

How do we as a community reach out to people at times of need?

How and where do we meet God in our community?

How do we show respect, love and care for all God has created and strive to keep each other safe?





# Year 3

How we live in love



## Social and Emotional

How do friendships make us feel happy and secure?

Who could you turn to if you didn't feel safe in a friendship?

What is the difference between a relative and a friend?

What are the characteristics/qualities of a true friend?

How can we make sure friendships are positive and safe online?

How can friendships change?



## Physical

What things trigger disagreements between friends and within groups?

How do these make people feel?

What might be the best way to resolve conflict in friendships?

What makes a healthy friendships?

## Spiritual

How does the gift of the sacrament of Reconciliation help restore friendship with God and others?

Which Bible stories teach us about the beauty of forgiveness?

# Year 4

God loves us in our differences



## Social and emotional

How can we be polite and respectful in our lives?

How can you ensure that you have a part to play in keeping yourself and others in your family safe?

How do authority figures help communities and societies work together better?

How should we include everyone and celebrate each others' differences in school, home and communities?



## Physical

How do we respect each others, even when they are different from ourselves? (Ethnically, spiritually, culturally or in terms of religious beliefs?)

How might these differences change over time as we grow?

How should we expect to be treated and in turn how should we treat others with respect?

How can we challenge the stereotypes that encourage bullying of all kinds?

Is it right to pressurise someone into doing something they would not be comfortable doing?

## Spiritual

What makes you unique?

What are your special gifts and talents?

What attributes do others recognise in me?

Why are being honest, truthful and having integrity positive attributes?

How can your gifts be used for the common good?

# Year 5

God loves us in our changing and developing



## Social and Emotional

Recognise behaviour changes as we grow up.  
How these changes have affected our friendships.

Are there ways you are becoming more sensitive to your emotional development and that of others?

If your friend is struggling with self confidence and self esteem what would you do?

Where would you go if you needed advice on mental health or wellbeing?

## Physical

To recognise the emotional, internal and external changes that happen during puberty.

Discuss the external and internal changes which happen to girls and boys in puberty. Including menstruation.

How do we know what physical contact is appropriate, inappropriate or unsafe?

Why is it important to stay clean and maintain a good personal hygiene?

## Spiritual

What does it mean to grow holistically?  
(Physically, spiritually, socially, emotionally and intellectually)

What difficulties might you face as your body changes and grows?

How can we be respectful of our own body and be courageous in the face of these changes.



## Year 6

The wonder of God's love in creating new life



### Social and Emotional

Relationships develop and eventually you may be able to use the word love and lead to marriage.

Develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.

### Physical

How does conception take place?

What are the key building blocks of a loving relationships?

To understand how a child grows within the mother's womb.

### Spiritual

To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others.

What are the characteristics of positive, respectful relationships?

How do we recognise risks and how do we report these? (Inappropriate images, language, behaviour)

What sorts of boundaries are appropriate in friendships with peers and others? (Including the digital context)

How can we get advice or report if these boundaries are crossed?





## Withdrawing children from RSE

You have the right as a parent/carer to **withdraw** your children from parts of the RSE curriculum.

All teaching on relationship education is **compulsory** for all children in primary education. This applies to all the RSE teaching in Foundation Stage and Key Stage 1.

In Key Stage 2 you have the right to **withdraw** your child from elements of the sex education curriculum, however the elements that are part of the Science curriculum remain **compulsory**.





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