



THE CATHOLIC DIOCESE OF  
ARUNDEL & BRIGHTON  
EDUCATION SERVICE

# Our Lady Queen of Heaven





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# RSHE in the Catholic Primary School

# A Presentation for Parents & carers



## What is RSE / RSHE?

- Relationships Education at OLQOH
- Supporting all pupils
- Working with external agencies
- Statutory guidance
- Sex Education in primary schools
- Forming partnerships

# What is RSE?



- Relationships & Sex Education
- Health Education has now been added so you will see the acronym **RSHE** also being used
- Programmes that support the teaching & learning of RSHE in the Diocese of Arundel & Brighton
  - A Journey in Love
  - Life to the Full

# What is RSHE?



- RSHE is the life long learning about physical, moral and emotional development.
- It is the understanding of the importance of marriage for family life, stable & loving relationships, respect, love & care.

# RSHE at OLQOH



- RSHE forms a part of the PSHE, RE and Science Curriculum and is collectively known in Catholic Schools as EPR – Education in Personal Relationships.
- Our key objective is the well-being and safety of every pupil.
- We believe that parents/carers are the prime educators of their children.
- Our role is to support you in the education of your child and not to replace you.

# RSE at OLQOH



- RSHE will naturally overlap with PSHE, RE & Science.
- In **all** schools teaching **must** reflect the law including the [Equality Act 2010](#).
- Schools with a religious character are able to teach their distinctive faith perspective on relationships.
- The religious backgrounds of all pupils will be taken into account when planning lessons.

# Right to withdraw



- Parents/carers have the right to withdraw their children from **elements** of Sex Education that are not in line with the National Curriculum for Science.
- They may **not** withdraw their children from any elements of Relationships Education and Health Education.



Statutory  
Requirements by  
**the end of**  
Primary School for  
**Relationships  
Education**

**COMPULSORY**



All Pupils should know about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

[Statutory Guidance](#)

## Sex Education in Primary Schools



- The focus for all primary schools is Relationships Education
- Puberty is now included in Health Education
- SEX Education beyond that stated in the National Curriculum for Science is **not compulsory**.

**DfE guidance states** *‘In the transition phase (Y6) before moving to secondary school all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of all pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.’*

# WORKING IN PARTNERSHIP

We will support you:


- In how to talk to your children about Relationships and Sex Education.
- By signposting you to age-appropriate resources that can be used at home.
- By offering links to what is being taught in school in other areas of the curriculum.

**We are  
committed to**



- Building strong partnerships with our parents/carers.
- Parents/carers understanding what is being taught, when and how.
- Helping parents/carers to support their child's learning at home.
- Developing a shared set of values between school and parents/carers.
- Dispelling myths around the teaching of RSE and Health Education.

The following slides are to help you  
share information regarding Journey  
in love



# A Journey in Love

“My commandment is this: love one another,  
just as I have loved you”

John 15:12

The central message of the Christian faith is love. The central message of our RSHE teaching is love.



Approved by the Diocese and recently updated to include new statutory guidance, the programme teaches that:

- The journey begins at the moment of our conception *God is at the heart of love*
- Puberty can be an extremely confusing time for children, our message will be that *even in this confusion, God is there*
- The Sacrament of marriage publicly declares the commitment of each spouse to the other permanently *in the acknowledgement that it is God-given*

# The Structure of A journey in love

## **The programme is made up of 4 areas:**

- Social & Emotional
- Physical
- Spiritual

## **Each area is broken down into:**

- Content and information for the teacher
- Key questions to consider
- Suggested activities
- Pause & Reflect
- Prayer



## Early Years

Aim: To explore the wonder of being special and unique

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

LI: To **recognise** that we are all different and unique

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

# EYFS

- Children know and understand that God has made them unique and that although we are all different we are all special to him.

## **Examples of Reception activities:**

- Discuss how we are different from one another
- Identify who they play with and what they enjoy doing
- Look at the different types of friends they have
- Describe how to be a good friend
- Recognise that Jesus is our friend
- Use songs, mime, dance, drama & art where appropriate

## Year One

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

LI: To **recognise** signs that I am loved in my family

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

LI: To **celebrate** ways that God loves and cares for us

# Year 1

Children know and understand that they are growing and developing as members of their own family and God's family.

## Examples of Year 1 activities:

- Talk about who is in their family
- Talk about how fast babies change and grow
- Look at happy and sad moment within a family
- How is love shown in a family?
- Know that we are members of God's family
- Use songs, mime, dance, drama, art where appropriate

## Year Two

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

LI: To **recognise** the joy and friendship of belonging to a diverse community.

LI: To **describe** ways of being safe in our communities.

LI: To **celebrate** ways of meeting God in our communities.

# Year 2

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

## Examples of Year 2 activities:

- What is community?
- Explore school as a community
- How can we contribute to the community?
- As children of God, how should we help each other?
- Use songs, mime, dance, drama, art where appropriate

## Year Three

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

LI: To **describe and give reasons** how friendships make us feel happy and safe

LI: To **describe and give reasons** why friendships can break down and how they can be repaired and strengthened

LI: To **celebrate** the joy and happiness of living in friendship with God and others

# Year 3

Children know and understand the virtues essential to friendship e.g. loyalty, responsibility and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.

## **Examples of Year 3 activities:**

- Who cares for me at home, school, parish, community?
- How do you keep safe?
- How do you take care of others?
- How do you feel if a friend is not there for you or you are not there for them?
- How can I forgive and include others as Jesus did?



## Year Four

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

LI: To **describe** how we all should be accepted and respected

LI: To **describe** how we should treat others **making links** with the diverse modern society we live in

LI: To **celebrate** the uniqueness and innate beauty of each of us

# Year 4

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.

## Examples of Year 4 activities:

- Recognise all pupils grow and develop at a different rate
- Identify the development of the baby in the womb
- Look at how pupils appreciate their own and others gifts, talents, achievements and all that makes us unique
- St Paul's teaching on love

## Year five

Aim: To 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

LI: To **show knowledge and understanding** of emotional relationship changes as we grow and develop

LI: To show **knowledge and understanding of** the physical changes in puberty

LI: To **celebrate** the joy of growing physically and spiritually

# Year 5

Children know and become aware of the physical and emotional changes that accompany puberty- sensitivity, mood swings, anger, boredom, etc.

They grow further in their understanding of God's presence in their daily lives.

## Examples of Year 5 activities:

- Identify and celebrate the ways I have changed since birth
- Discuss the external and internal changes which happen to boys and girls in puberty
- Recognise behaviour changes as we grow up
- Identify that physical changes from child to adult means the ability to become a mother or father
- Reflect on ways to become more sensitive to the emotional development of oneself and of others

## Year six

Aim: 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

LI: To develop a **secure understanding** that stable and caring relationships, which may be of different types are at the heart of happy families

LI: To **explain** how human life is conceived

LI: To **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

# Year 6

Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.

## **Examples of Year 6 activities:**

- Recognise male and female reproductive organs
- Know that sexual intercourse occurs between husband and wife
- Explain how human life is conceived
- Understand how a child grows within the mother's womb
- Understand that God causes new life to begin through the love that parents have for each other
- Celebrate God's creative love in creating us as his children



Life to  
the Full

**Life to the Full** is much more than a series of lessons. It is an entire platform of creative resources that will engage, inform and inspire children.

It uses interactive video content, story-based activities, employing a wide range of teaching tools, original worship music and an accompanying programme of classroom prayers.



**Module One: Created and Loved by God**  
explores the individual.

Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

**Module Two: Created to Love Others** explores the individual's relationships with others.

Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships.

**Module Three: Created to Live in Community** explores the individual's relationship with the wider world.

Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

If you have any further questions or would like to discuss the content we will be teaching in more detail, please email [hconnor@olqoh.com](mailto:hconnor@olqoh.com).