

# St Norbert's Catholic Voluntary Academy



ST. NORBERT'S  
CATHOLIC PRIMARY SCHOOL



St Thérèse  
of Lisieux

Catholic Multi Academy Trust

## Relationships, Sex and Health Education A Guide for Parents and Carers

St. Norbert's strives to  
nurture and develop the  
whole child through a  
Love of God  
Love of one another  
Love of life itself

Article 5: Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

## **Aims of Relationships, Sex and Health Education (RSHE)**

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God
- To help pupils develop an understanding that love is the central basis of relationships
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships
- To offer sex education in the wider context of relationships.
- To ensure that pupils protect themselves and ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To help pupils to develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

Our Mission Statement places these aims and beliefs at the Centre of all we hope to achieve...

At St Norbert's we:

Strive to nurture and develop  
the whole child through a Love  
of God  
Love of one another  
Love of life itself

Pope Francis in his Apostolic Exhortation, *Amoris Laetitia*, ("The Joy of Love"), reminds us that the family is where we first learn to relate to others, to listen and share, to be patient, to help one another, learn closeness, care and respect for others, (n.276). He underlines the importance and vital role Catholic Schools play in assisting and helping pupils grow into mature adults (n.279). He accentuates that sex education should provide information while keeping in mind that children have not yet attained maturity. This information has to come at a proper time in a way suited to their age (n.281).

It is with this mission that we share this booklet with our parents and carers. We recognise parents as the first and most important educators of their children and we hope that the information provided here will enable us all to work together in supporting parents and carers in their most important role.

## Love...

At the heart of Christian faith is love: St. John says that God is love (1 John 4:9) and the whole purpose of Christianity is to live it as fully as possible in and through love. This means that we have to link every aspect of our being, from birth to death, with love.

It is hoped that love starts to enter our life from the moment of birth when we are held tenderly in the arms of our mother and developed throughout our first intimate relationship of childhood with our parents, family members, friends and teachers.

During puberty, sexual characteristics develop and we begin to seek someone outside of the family with whom we can grow in love, usually ending in marriage.

The whole purpose of education at home and in our primary school is to connect every aspect of growth, physical, emotional, intellectual and social with love. The ultimate goal is to enable children to grow into adults who fully understand their own self-worth and love themselves (i.e accept themselves positively) and in turn love their neighbour (making themselves fully available to others).

Through our love for others, we link ourselves with God the Father, through Jesus Christ his Son, and through the Spirit.

The programme for Relationships and Sex Education we have chosen to share at St Norbert's is 'A Journey in love'. This booklet for parents and carers outlines how the programme is organised and what is covered in each year group.

A Journey in Love has at its foundation the belief that we are made in the image and likeness of God, and as a consequence, gender and sexuality are God's gift, reflect God's beauty and share in the divine creativity.

In order that children may grow and flourish healthily and holistically towards an understanding of their gender and the implications for successful relationships, they must be at ease with themselves and grow in self-knowledge.

A different aspect of the mystery of love is explored in each year group and all are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth, through a series of lessons with activities and reflections which focus on physical, social, emotional, intellectual and spiritual development.

### Themes explored in each year group...

EYFS - The wonder of being special and unique

Year One - We meet God's love in our family

Year Two - We meet God's love in the community

Year Three - How we live in love

Year Four - God loves us in our differences

Year Five - God loves us in our changing and developing

Year Six - The wonder of God's love in creating new life

### How will we organise lessons for Journey in Love?

- before the programme begins ground rules are set with the children regarding the kind of positive behaviour expected of every child,
- all children and teachers treat each other with respect, all questions and answers are listened to in a sensitive and sensible manner,
- any child who is silly, or disruptive and who deliberately attempts to embarrass or hurt another member of the group will be asked to leave,
- children may be taught in small groups for some elements of the programme
- some lessons may be taught in single sex groups as appropriate,
- all children will cover the same topics,
- lessons may include; discussions, presentations, questions, written work, homework

### What if a child asks a difficult question?

There are specific areas that we feel should not be discussed within the context of our school lessons, e.g. contraception, as we feel that our children are not yet emotionally mature to handle these issues. These are all topics which are dealt with at secondary school.

If a child does ask a question outside the scope of our programme it will be dealt with in a sensitive and caring manner. We would always ask the child concerned to discuss the issue with his/her parents.

### How can I help?

- by talking with your child at home
- by discussing their work after each lesson
- by listening to any concerns
- by reassuring your child that you are there if they need to talk about anything at all
- by helping with homework activities

### What if I don't feel that my child is ready for this programme of work?

We ask that if parents feel that their child may not be quite ready for

the content within the programme, they should make an appointment with the Headteacher to discuss their thoughts on the matter.

## EYFS - The wonder of being special and unique

**Aim:** To explore the wonder of being special and unique

**Key words:** God, wonder, love, hands, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique, belonging, different, special, womb, describe, friends, generous, worried, Baptism

**Skills:** Listening, sharing, speaking, respecting, observing, praying, relating, celebrating and creating.

**Social and Emotional** - To recognise the joy of being a special person in my family

**Key questions:** Why are you special to your family? How do you know that you are special? How does God show love to you and your family?

**Physical** - To recognise that we are all different and unique

**Key questions:** What makes us all different? Why has God made us all different and special to Him? How can we be friendly to others; make and keep friends, showing care and being generous when we are together?

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

**Key questions:** How do we 'celebrate' with each other? What church celebrations do we enjoy? How can we celebrate being a special part of God's family?



## Year One - We meet God's love in our family

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

**Key words:** unique, friend, respect, secure, God, love, care, commitment, stable, important, different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, arms, breasts, nipple, waist, elbows, penis, vagina, bottom, legs, knees, ankles, feet, toes.

**Skills:** Listening, observing, relating, speaking, respecting, praying, reflecting, understanding, recognizing, supporting, celebrating, and deciding.

**Social and Emotional** To recognise signs that I am loved in my family

**Key questions:** How is love shown in your family? How does saying 'sorry' show respect, build bridges and help us to build happy families and friendships? Why is teasing and bullying wrong and unacceptable within families and friendships?

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

**Key questions:** What are the characteristics of a happy family? How do we act with adults that are not in our family or those we don't know? In what ways are we made in the image and likeness of God?

**Spiritual** To celebrate ways that God loves and cares for us.

**Key questions:** What ways have we grown in love and security in our families? How do we know that we are loved and cared for by God? How shall we thank God for his unconditional love?

## Year Two - We meet God's love in the community

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

**Key words:** community, local, global, impact, responsibility, harm, improve, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, recognise, emotions, friendships, secrets, stereotypes, respect, equal.

**Skills:** listening, observing, relating, speaking, respecting, praying, reflecting, understanding, describing, recognising, informing, forgiving.

**Social and Emotional** To recognise the joy and friendship of belonging to a diverse community

**Key questions:** How would you describe your community? How do different individuals enrich our communities? What do you bring to the community you belong to?

**Physical** To describe ways of being safe in communities.

**Key questions:** In what ways might you feel unsafe, and when is it not right to keep a secret? How can we use digital devices safely? What are the things that are harming our world and how can we try to stop them?

**Spiritual** To celebrate ways of meeting God in our community.

**Key questions:** How does the school's mission statement celebrate this community? How and where do we meet God in the community? How do we show respect, love and care for all God has created and strive to keep each other safe?

## Year Three - 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.

**Key Words:** community, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful.

**Skills:** listening, observing, relating, speaking, respecting, praying, reflecting, understanding, describing, articulating, welcoming, choosing wisely.

**Social and Emotional** To describe and give reasons how friendships make us feel happy and safe

**Key questions:** How do friendships make us feel happy and secure? What is the difference between a relative, a friend and an acquaintance? What are the qualities and characteristics of a true friend?

**Physical** To describe and give reasons why friendships can break down, how they can be repaired and strengthened.

**Key questions:** What things trigger disagreements between friends? What might be the best way to resolve conflict in friendships? Why is violence never the answer?

**Spiritual** To celebrate the joy and happiness of living in friendship with God and others.

**Key questions:** How does the gift of the sacrament of Reconciliation help to restore friendship with God and others?  
What Bible stories teach us about the beauty of forgiveness?  
What does the phrase: "To err is human, to forgive is divine" mean to you?

## Year Four - 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.

**Key words:** God, gifts, talents, difference, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, innate, beauty, dignity.

**Skills:** respecting, encouraging, recognising, appreciating, celebrating, relating.

**Social and Emotional** To describe how we all should be accepted and respected.

**Key questions:** in what ways is being polite and courteous helping to make a better world we live in? How do authority figures help communities and societies work together better? How should we include everyone and celebrate each other's differences?

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

**Key questions:** How do we respect others? In what ways can we expect to be treated with respect by others and in turn show them the same respect? How can we recognise the innate dignity of every person and ask God to help us to see it?

**Spiritual** To celebrate the uniqueness and innate beauty of each of us.

**Key questions:** What makes us unique? What attributes do others recognise in you? How can your gifts be used for the Common Good?

## Year Five - God loves me in my changing and development

**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.

**Key words:** God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, biological, respect, reproduction, menstrual cycle, hormones, pituitary gland, uterus, fertilized ovum, fallopian tube, vagina, vulva, cervix, womb, period.

**Skills:** respecting, adapting, relating, developing, considering, supporting, deciding, accepting, helping.

**Social and Emotional** To show knowledge and understanding of emotional relationship changes as we grow and develop.

**Key questions:** Are there ways you are becoming more sensitive to your emotional development and that of others? If a friend was struggling with their self-confidence and self-esteem, what would you advise them to do? Where would you go and/or who would you go to for advice or to report concerns for yourself or on behalf of a friend because you are worried about being unsafe, feeling uncomfortable or mental health and wellbeing?

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

**Key questions:** How do we recognise the emotional, internal and external changes that happen during puberty? How do we know what physical contact is appropriate, inappropriate or unsafe? As we grow and change, how do we recognise the God of love who journeys with us?



**Spiritual** To celebrate the joy of growing physically and spiritually

**Key questions:** What does it mean to grow holistically, e.g physically, socially, emotionally, intellectually and spiritually? What difficulties might you face as your body changes and grows? God's love surrounds you always and His Holy Spirit guides and protects you. How will this help you to be respectful of your own body and help you to be courageous in the face of change?

## Year Six - 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 kinds there may be.

Focusing on Catholic teaching, children will also know and understand about the conception of a child and marriage.

**Key Words:** God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, marriage, fiancé, fiancée.

**Skills:** Categorising, observing, classifying, listening, questioning, speaking, relating, respecting, reflecting, thinking, identifying, accepting, empathising, understanding, communicating, presenting, evaluating, researching.

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

**Key questions:** What does it mean not to be boastful, conceited and to never seek advantage? What does it mean to not take offence, store up grievances or rejoice at wrongdoing? Explain what it means that love finds its joy in the truth, is always ready to make allowances, ensure whatever comes and never comes to an end?

**Physical** Explain how human life is conceived.

**Key questions:** What are the building blocks of a loving relationship? How does conception take place?

**Spiritual** 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.

**Key questions:** When building relationships online, how can we recognise risks, such as inappropriate images, language and behaviour, and to who and how we would report these? What sorts of boundaries are appropriate in friendships with peers and others, including in a digital context? How can we ensure that we are contributing to the wellbeing of others and are taking steps to avoid seeing negatives; how would this impact on building positive relationships?