St Mary's Catholic Primary School

Parent and Governor Information Meeting

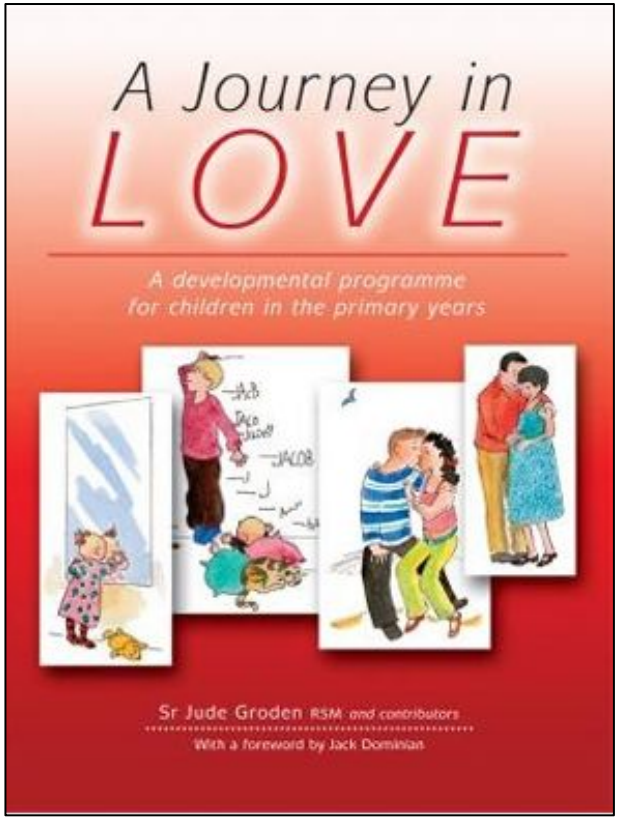
Relationships and Sex Education

Life to the Full

15th November 2023

Agenda

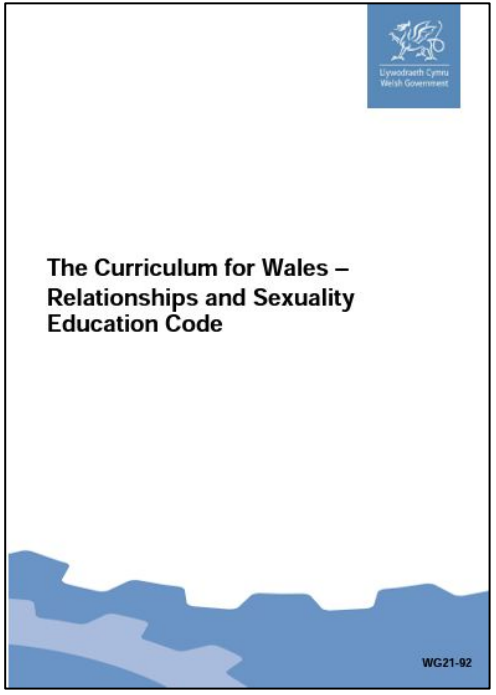
- Welcome
- RSE in Catholic schools in Wales
- Ten:Ten “Life To The Full” resources
- Discuss some of the sensitive topics
- Ten:Ten Parent Portal



Life to the Full

The RSE Code

At its heart lies an aspiration
for every child and young
person to be healthy, confident
and ready to lead a fulfilling life
as a valued member of society


Llywodraeth Cymru
Welsh Government
The Curriculum for Wales –
Relationships and Sexuality
Education Code
WG21-92

More information about the RSE Code is on our website.

What is included within the RSE Code?

The Relationships and Sexuality Education (RSE) Code provides detail for schools and settings on what must be taught and when. We encourage parents to read the published RSE Code which provides clarity about what their children will learn and when.

Cross-cutting themes for designing your curriculum
- Hwb (gov.wales)

Relationships and Sexuality Education (RSE)

Information for schools, settings, parents and carers

Education in Wales is changing. Teachers and education experts from across Wales have been working together to develop the Curriculum for Wales

We need to help all of our young people to excel in all aspects of life, so they grow into adults who are healthy, confident individuals. Education should encourage and support young people to respect themselves and others, to value diversity, and give them the ability to build healthy, respectful relationships.

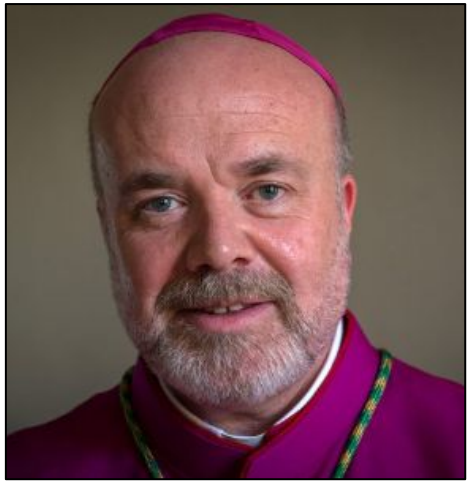
The new curriculum starting in September 2022 will include developmentally appropriate Relationships and Sexuality Education (RSE).

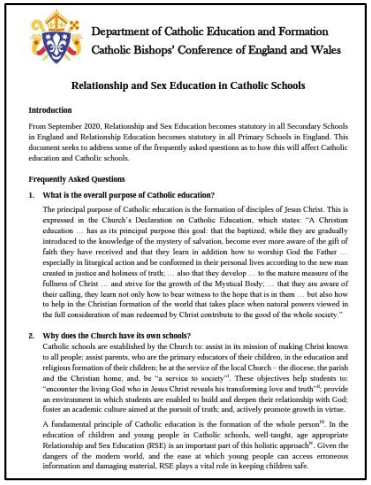
What is RSE?

Young people should have the right to access information that keeps them safe from harm. This includes learning about healthy relationships, keeping safe, online and offline, and being confident to raise issues with responsible adults.

RSE is designed to safeguard all our children and young people, supporting them to develop knowledge, skills and behaviours that will assist in protecting them throughout their lives.

This is critical to building a society which treats others with understanding and empathy, whatever their ethnicity, social economic background, disability, sex, gender or sexuality.





Department of Catholic Education and Formation
Catholic Bishops' Conference of England and Wales

Relationship and Sex Education in Catholic Schools

Introduction

From September 2020, Relationship and Sex Education becomes statutory in all Secondary Schools in England and Relationship Education becomes statutory in all Primary Schools in England. This document seeks to address some of the frequently asked questions as to how this will affect Catholic education and Catholic schools.

Frequently Asked Questions

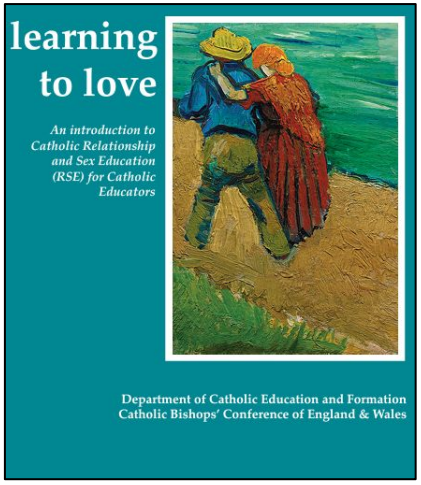
1. **What is the overall purpose of Catholic education?**

The principal purpose of Catholic education is the formation of disciples of Jesus Christ. This is expressed in the Church's Declaration on Catholic Education, which states: "A Christian education … has as its principal purpose this goal: that the baptized, while they are gradually introduced to the knowledge of the mystery of salvation, become ever more aware of the gift of faith they have received and that they learn in addition how to worship God the Father … especially in liturgical action and be conformed in their personal lives according to the new man created in justice and holiness of truth; … also that they develop … to the mature measure of the fullness of Christ … and strive for the growth of the Mystical Body; … that they are aware of their calling, they learn not only how to bear witness to the hope that is in them … but also how to help in the Christian formation of the world that takes place when natural powers viewed in the full consideration of man redeemed by Christ contribute to the good of the whole society."

2. **Why does the Church have its own schools?**

Catholic schools are established by the Church to: assist in its mission of making Christ known to all people; assist parents, who are the primary educators of their children, in the education and religious formation of their children; be at the service of the local Church – the diocese, the parish and the Christian home; and, be "a service to society"[1]. These objectives help students to: "encounter the living God who in Jesus Christ reveals his transforming love and truth"[2]; provide an environment in which students are enabled to build and deepen their relationship with God; foster an academic culture aimed at the pursuit of truth; and, actively promote growth in virtue.

A fundamental principle of Catholic education is the formation of the whole person[3]. In the education of children and young people in Catholic schools, well-taught, age appropriate Relationship and Sex Education (RSE) is an important part of this holistic approach[4]. Given the dangers of the modern world, and the ease at which young people can access erroneous information and damaging material, RSE plays a vital role in keeping children safe.



The CES

In today's digital age, and the dangers associated with it, the provision of high quality Catholic RSHE (Relationship, Sex and Health Education) curriculum is an essential part of our response to keep children safe. Parents are, and will always remain, the primary natural educators of their children. Catholic schools support parents in the exercise of their responsibilities in this role and they are increasingly at the forefront of dealing with the challenges which many young people face.

Relationships and Sex Education (RSE) is a mandatory requirement in the Curriculum for Wales for all learners from age 3 to 16. This means that all learners MUST receive this education. There is no right to withdraw from RSE within the Curriculum for Wales.

As a Catholic school in Wales, we are committed to deliver a Relationships and Sex Education which is consistent with the teachings of the Catholic faith and is delivered by trusted and familiar teaching staff.

Ten:Ten Resources

Life to the Full

“ ”

I have come that they may have life, life to the full.

John 10:10

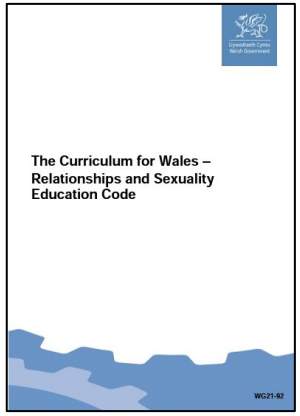
Ten:Ten Resources

Life to the Full

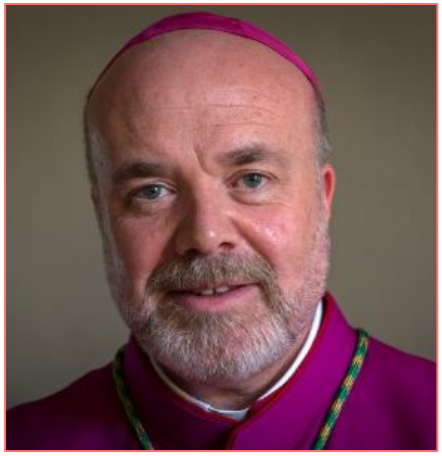
Spring 2023 - training for all staff in Catholic schools in Wales

Summer 2023 - mapping out our curriculum

Autumn 2023 - first lessons



Strand 1 Relationships and Identity	Strand 2 Sexual Health and Well-being	Strand 3 Empowerment, Safety and Respect
Helping learners develop the skills they need to develop healthy, safe and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.	Helping learners to draw on factual sources regarding their sexual and reproductive health and wellbeing, allowing them to make informed decisions throughout their lives.	Helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.



- New statutory RSE Code in Wales
- Removal of parents' right to withdraw children from RSE lessons

WG

Spiral curriculum

Strand 1 Relationships and Identity	Strand 2 Sexual Health and Well-being	Strand 3 Empowerment, Safety and Respect
Module 1 **Created and Loved By God**	**Module 2** **Created to Love Others**	**Module 3** **Created to Live in Community**
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.	**Explores the individual's relationships with others** Building on the understanding that we have been created out of love for love, this module explores how we take this calling to our family, friendships and relationships and teaches strategies for developing healthy relationships and keeping safe.	**Explores the individual's relationships with others.** 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.
• Religious Understanding • Me, My Body and My Health • Emotional Wellbeing • Life Cycles	• Religious Understanding • Personal relationships • Keeping Safe	• Religious Understanding • Living in the Wider World

We Live, Learn and Grow Together in Jesus

Ryda ni'n byw, dysgu ac tyfu efo'n gilydd yn Iesu

Module 1: Created and Loved by GOD

Story Sessions: Each learning stage focuses on a different Gospel story, which is repeated in various ways over the week, giving rise to times of discussion, imaginative reflection and creative response, for example, in Key Stage One children will hear and reflect on the story of Jesus telling the little children to come to Him and through imaginative reflection will put themselves into the story to experience Jesus' call personally. In Upper Key Stage Two, the story is that of Jesus calming the storm, and is used to reflect on how whatever might come their way through puberty and beyond, Jesus is with them and will help them.

Module 1: Created and Loved by GOD

Early Years Foundation Stage:

- Our uniqueness in real terms
- Celebrating difference and individual gifts, talents and abilities
- Looking after and using our bodies (including vocabulary around this topic)
- The necessity of when and how to say sorry in relationships
- A basic exploration of Jesus's forgiveness and growing up as God's plan for us

Module I: Created and Loved by GOD

Key Stage One:

- We are uniquely made by a loving God;
- We have differences and similarities;
- Key information about staying physically healthy;
- Understanding feelings and emotions, including strong feelings such as anger;
- The cycle of life from birth to old age.

Module 1: Created and Loved by GOD

Lower Key Stage Two:

- Understanding differences;
- Respecting our bodies;
- Puberty and changing bodies;
- Strategies to support emotional wellbeing including practicing thankfulness;
- The development of pupils' understanding of life before birth.

Module 1: Created and Loved by GOD

Upper Key Stage Two:

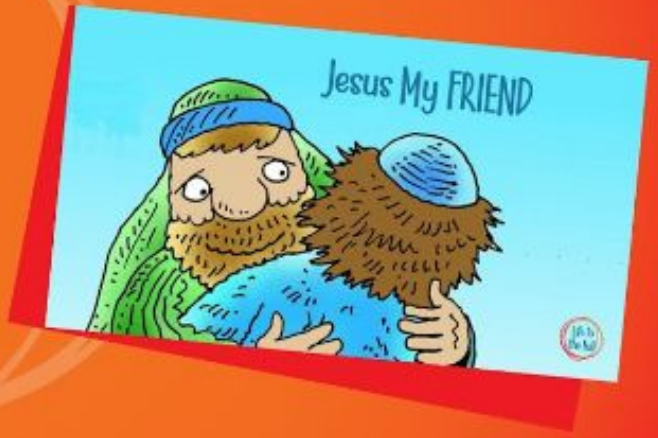
- Appreciation of physical and emotional differences;
- A more complex understanding of physical changes in girl and boys bodies;
- Body image;
- Strong emotional feelings;
- The impact of the internet and social media on emotional well-being;
- A more nuanced and scientific understanding of life in the womb and how babies are made;
- Menstruation.

Module 1: Created and Loved by GOD

Paradise Street is an original drama series for Upper Key Stage Two which follows the story of 4 friends – Finn, Leyla, Marcus and Siobhan – who have different personal and social experiences related to growing up and puberty. Each episode lasts about 10 minutes and is followed by a time of teacher-led discussion with the pupils. Each session also includes an episode of "**Delving Deeper into Paradise Street**" in which two fun presenters explore the issues in the drama and provide some teaching for pupils (which also acts as guidance and support for teachers). Each concludes with a time of personal writing in a **Module 1 Workbook** which will help the pupils to digest and personalise the teaching.

Module 2: Created to Love OTHERS

Gospel Stories
At the start of each learning stage, we begin with a series of story sessions based on a key Gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the Prodigal Son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.



Module 2: Created to Love OTHERS

Early Years Foundation Stage:

Unit 2: Personal Relationships

- Vocabulary to identify different family/friend relationships
- The features of positive/negative behaviour in relationships
- The importance of resolving conflict and asking for forgiveness where necessary

Unit 3: Life Online

- Introducing the internet
- Recognising both positives and negatives of internet use
- Learning some basic rules to help them stay safe online.

Unit 4: Keeping Safe

- Practical ways to stay safe inside and out
- Staying safe around medicines
- People who help us in emergencies

Module 2: Created to Love OTHERS

Key Stage One:

Unit 2: Personal Relationships

- Special people in their lives who they love and can trust
- Coping with various social situations and dilemmas
- The importance of saying sorry and forgiveness within relationships

Unit 3: Life Online

- Learn to recognise safe and unsafe situations online
- Develop an understanding that not everything presented to them online is true

Unit 4: Keeping Safe

- The risks of being online (incorporating 'Smartie the Penguin' from Childnet)
- The difference between good and bad secrets
- Teaching on physical boundaries (incorporating the PANTS resource from the NSPCC)

Module 2: Created to Love OTHERS

Lower Key Stage Two:

Unit 2: Personal Relationships

- Children to develop a more complex appreciation of different family structures
- Activities and strategies to help them develop healthy relationships with family and friends
- Techniques for managing thoughts, feelings and actions

Unit 3: Life Online

- Incorporates some NSPCC resources around online safety
- Thinking critically about the content we encounter in the digital world, including in the media
- How to report and get help if children encounter inappropriate messages or material

Unit 4: Keeping Safe

- Teaching on bullying and abuse through a series of animated stories
- Children learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older

Module 2: Created to Love OTHERS

Upper Key Stage Two:

Unit 2: Personal Relationships

- Equip children with strategies for more complex experiences of relationships and conflict
- Identify and understand how to respond to spoken and unspoken pressure
- The concept of consent
- Further teaching on how our thoughts and feelings have an impact on how we act
- The concept of fairness is introduced, where pupils will consider what bullying, prejudice and discrimination are.

Unit 3: Life Online

- Risks of sharing and chatting online
- Equipping children to make safe and sensible decisions about what online content they should/shouldn't share

Unit 4: Keeping Safe

- A more complex understanding of different forms of abuse
- How drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning

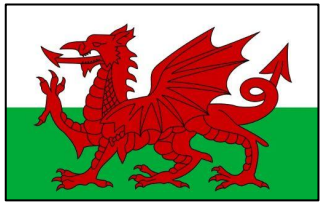
Module 3: Created to Live in COMMUNITY

Unit 1: 'Religious Understanding'
At every key stage children will learn that just like the Holy Trinity of God we are called to live and love in community. We are called to love God and love others.

Unit 2: 'Living in the Wider World'
At every key stage, the religious understanding from Unit 1 is applied to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

‘In creating this programme, we have tried to pitch the resources at an age-appropriate level for children within each learning stage. However, the final decision on when sessions should be taught are ultimately the responsibility of the school.’

Sensitive Topic 1 - Genitalia



The WG RSE code states that from 3 years old, accurate terms for all body parts should be used.

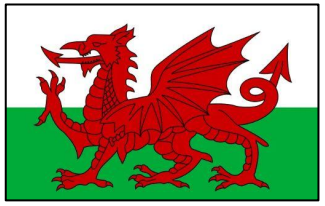
Genitalia is not named in Nursery or Reception. Private parts are merely referred to as “privates”. However, in Years 1 and 2, a decision must be made about whether to introduce names of genitalia in the session “Girls and Boys”.

Girls and Boys

(Year 1/2 Module 1 Unit 2 Session 2)
would be covered in autumn 1

Teach in Year 1/2

Sensitive Topic 2 - Puberty



From age 7 the learning will support the knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.

What is Puberty?

(Year 3/4 Module 1 Unit 2 Session 3)
would be covered in Y4 spring 1

Changing Bodies

(Year 3/4 Module 1 Unit 2 Session 4)
would be covered in Y4 spring 1

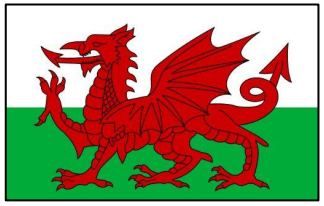
Key Decision #2: Puberty

In Module 2 of Lower Key Stage Two, we have provided two sessions on puberty: What is Puberty? and Changing Bodies. We have recommended these sessions for Year 4+ but again we advise that a decision is made locally about the best time and place for the teaching of these sessions.

The NHS website says,
"*The average age for girls to begin puberty is 11 while for boys the average age is 12 but it's different for everyone. It's completely normal for puberty to being at any point from the ages of 8 to 14. The process can take up to 4 years*"

Teach in Year 4

Sensitive Topic 3 - Conception



From age 7 the learning will support a knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being

Life to the Full

Key Decision #3: Life Cycles

In Lower Key Stage Two, Module One, Unit 4, there is a session called Life Cycles in which children learn about the human reproductive system. However, it does not discuss sexual intercourse.

This teaching is given in the context of being created, chosen and loved by God; the session concludes with a meditation, giving children the opportunity to reflect on how they have been wonderfully made and to understand that they are formed of body and soul.

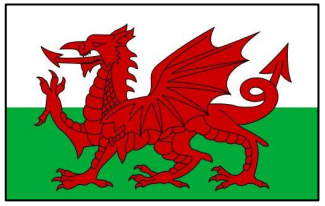
Life Cycles

(Year 3/4 Module 1 Unit 4 Session 1)

would be covered in Y4 summer 1

Teach in Year 5/6

Sensitive Topic 4 - Explicit Images Online



From age 7 the learning will support an understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable

Life to the Full

Key Decision #4: Talking About Pornography

The next key decision concerns talking about pornography. One of the sessions in Upper Key Stage Two, Seeing Stuff Online, addresses the risks that children face from seeing explicit images and videos online. On the one hand, this is very much a lesson about 'online safety' and therefore falls under the statutory 'Keeping Children Safe in Education' (England) and Welsh Government Guidance for covering topics in "Empowerment, Safety and Respect" (Guidance and Code (Wales Phase 2).

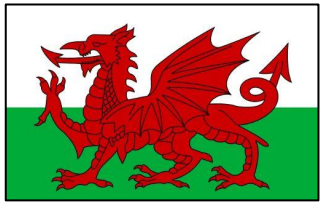
Seeing Stuff Online

(Year 5/6 Module 1 Unit 3 Session 4)

would be covered in spring 1

Teach in Year 5/6

Sensitive Topic 5 - Talking about Sex



From age 7 the learning will support a knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being

Life to the Full

Key Decision #5: Talking About Sex

The next area for consideration is about whether to include the Making Babies Part 2 session in Upper Key Stage Two which answers the question: 'Where do babies come from?'

Naturally, this question leads to a discussion about sexual intercourse, and we would like to leave it to the individual school, in consultation with parents, about the inclusion of this

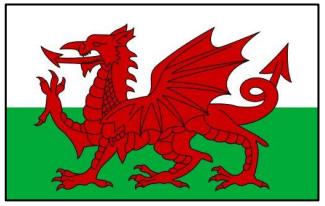
Making Babies part 2

(Year 5/6 Module 1 Unit 4 Session 2)

would be covered in spring 2

Teach in Year 5/6

Sensitive Topic 6 - FGM



The Welsh Relationships and Sexuality Code for Education does not specifically mention FGM. From age 7 the learning will support an understanding of the right for everyone to be free from harm or abuse.

Life to the Full

Key Decision #6: Female Genital Mutilation (FGM)

This area for consideration is about whether to include teaching about Female Genital Mutilation (FGM). Although the duty to teach about FGM is not statutory for primary schools, it can optionally be applied following consultation with parents and governors.

The **Life to the Full** programme offers schools the opportunity to include teaching on FGM at KS1, LKS2 and UKS2, as part of **Unit 4: Keeping Safe** which is part of **Module 2: Created to Love Others.** An outline of the teaching content and further useful information to guidance you as you make this Key Decision is provided in our Guidance on Female Genital Mutilation (FGM) document

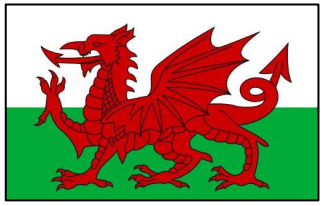
Types of Abuse

(Year 5/6 Module 2 Unit 4 Session 1)

would be covered in summer 1

FGM will be discussed during teaching on types of abuse in Year 5/6

Sensitive Topic 7 - Protected Characteristics



From age 7 the learning will support the recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.

Key Decision #7: Discussing Protected Characteristics concerning sex

The final area concerning a Key Decision is linked to the UKS2 session in Module 2 Unit 2 titled, "Build Others Up". This resource is intended for use in Year 6. **For schools in Wales** the content in the main session is necessary to ensure the statutory curriculum is covered.

Build Others Up

(Year 5/6 Module 2 Unit 2 Session 4)

would be covered in summer 1

Teach in Year 5/6

LGBTQ+

- **Life to the Full** is inclusive of all children, families and teaching staff.
- From the very start, the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers, etc) and it celebrates the family unit in whatever form it takes.
- In Upper Key Stage Two, the presenters on film say that some children have 'two mums and two dads' as part of a list of different family set-ups – this is the only explicit reference to same-sex relationships in the programme.
- The programme emphasises very strongly the dignity of every person as being created and loved by God - it examines difference and bullying, but does not explicitly highlight LGBT people within this context, which is a decision for the local school to make.

- The only reference to sexual intimacy is in the optional UKS2 session 'Making Babies: Part 2', as discussed in the section of this document, 'Key Decisions'. In this session, sexual intimacy is discussed within the context of a heterosexual marriage, and the Catholic-Christian point of view is clearly stated.
- UKS2 session, 'Build Others Up' is an anti-bullying resource framed by the protected characteristics. The protected characteristics of sex, sexual orientation and gender reassignment are **not** explicitly named within the session's film.

Online PARENT Portal
Further information
Activities for home learning
Links to family prayers
www.tentenresources.co.uk/parent-portal