

# RSE PARENT'S MEETING

June 2019

# What is this meeting for?

To explain what RSE is.

To look at the content of the curriculum provided by the Diocese

To have the opportunity to look at proposed resources.

To be given the opportunity to look at the draft policy.

# Statutory guidance



PSHE – personal, social, health, economic education – taught throughout the curriculum as part of circle times, RE, science, PE etc.



Not yet statutory



RSE and HE will be statutory from September 2020

Education  
Secretary  
Justine  
Greening said:

- RSE and PSHE teach children and young people how to stay safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults. These subjects form part of the building blocks young people need to thrive in modern Britain. At the moment, too many young people feel they don't have the RSE they need to stay safe and navigate becoming an adult.

# What is RSE?

- RSE is relationship and sex education.
- Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.
- For this reason, Catholic schools are to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasizes the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.
- In RSE children will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs.

# A good RSE programme must be:

- Progressive & Developmental
- Differentiated
- Cross-curricular
- Integrated – home, parish, school
- Co-ordinated
- Balanced - Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.
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# The structure of this model curriculum.

- Based on three core themes
- • **Created and loved by God** (this explores the individual)
- • **Created to love others** (this explores an individual's relationships with others)
- • **Created to live in community – local, national & global** (this explores the individual's relationships with the wider world)

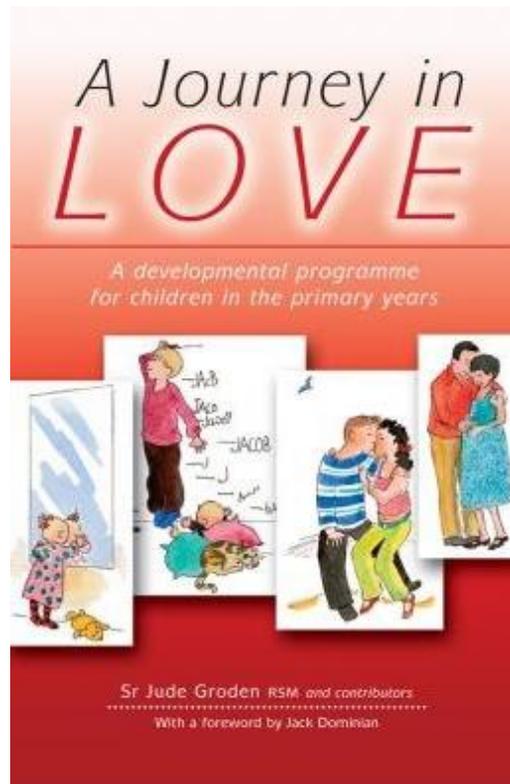
# Model Curriculum

- Key stage 1- Created and loved by God example: Covered through RE lessons.
- **Pupils should be taught:**
- 1.1.2.1. We are made by God and are special
- 1.1.2.2. We are all God's children
- 1.1.2.3. Ways of expressing gratitude to God
- 1.1.2.4. About the sacrament of Baptism
- Key stage 2:
- 2.1.2.1. We are special people made in the image and likeness of God
- 2.1.2.2. We are children of God with an innate dignity
- 2.1.2.3. God has created us for a purpose (vocation)
- 2.1.2.4. Life is precious and their body is God's gift to them
- 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God
- 2.1.2.6. Sacraments often coincide with different natural stages in Life, for example Baptism often occurs near birth for Catholics



# Science

- **Life cycles**
- **Key stage 1**
- 1.1.5.1. That there are life stages from birth to death
- **Key stage 2:**
- 2.1.5.1. How a baby grows and develops in its mother's womb
- 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age)



# School Programme

- In the Beginning ( until September 2019)
- Journey in Love
- All That I Am

# This covers:

- *EYFS: 'A Journey in Love'-*
- *Children will know and understand that God has made them unique and that although we are all different we are all special.*
  
- *YEAR 1: A Journey in Love'-*
- *Children will know and understand that they are growing and developing as members of their own family and God's family.*
  
- *YEAR 2: A Journey in Love'-*
- *Children will know and understand that they are growing and developing in a God-given community.*

## Key Stage 2

- *YEAR 3: A Journey in Love'-*
- *Children will 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.*
- *YEAR 4: A Journey in Love'-*
- *Children will 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.*
- *YEAR 5: A Journey in Love'-*
- *Children will know and be aware of the physical and emotional changes that accompany puberty- sensitivity to mood swings, anger, boredom, etc and grow further in their understanding of God's presence in their daily lives.*
- *YEAR 6: 'A Journey in Love'-*
- *Children will 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.*

# All That I Am

Year 5: Using 5 episodes (Individual, Physical, Social, Emotional and Spiritual), this Year 5 session aims to both augment pupil's understanding of their physical and emotional development and promote ways in which young people can examine stereotypes of masculine and feminine behaviour.

Year 6: This session builds on the Year 5 resource with the purpose of providing further and more detailed accurate information about pupils' human and physical development.



ANY  
QUESTIONS?