



Archdiocese of Westminster

Education Service

Dedicated to Lifelong Growth of the Whole Person in Faith

Guidance on Education for Personal Relationships

Sex and Relationships Education

DECEMBER 2006

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INTRODUCTION

The aim of this guidance is to present an approach to sex and relationship education (SRE) as part of the Church's teaching about what it is to be truly human in Christ:



'Man and woman have been created, which is to say willed by God: 'Being man' or 'being woman' is a reality which is good and willed by God: Man and woman possess an alienable dignity which comes to them immediately from God their creator" (369)¹

The work of Catholic Schools, in this area, will be the result of reflection on the Gospels and the teaching of the Church. There are two important concepts which underpin any thinking on this subject.

- *The dignity and worth of each person made in the image of God.*
- *The importance of individuals coming together in mutual support and regard, to live and work for the good of humankind and the glory of God.*

Our response to Government initiatives on Sex and Relationships Education (S.R.E.) must be: positive and prudent; guided by our vision of what it means to be human and our claims to educate the whole person; and the need to address issues raised by the actual experience of pupils today.

'..children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities... they should be given a positive and prudent

¹ Catechism of the Catholic Church cf. paragraphs 369 ff and 1621 ff

education in matters relating to sex ...children and young people have the right to be encouraged to make sound moral judgements with an informed conscience and to put them into practice by personal choice, and to know and love God better.²



The Government initiatives are to be found in the DfEE 'Sex and Relationship Education Guidance' and the QCA guidance on 'Personal social and health education'.³

Defining Sex and Relationship Education

The DfEE guidance defines SRE as lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is about the development of the pupil's knowledge and understanding of her/himself as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DfEE document identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

² Declaration on Christian Education para. 1 Second Vatican Council ed. by. W. Abbott 1966

³ The Education Act 1996, amended in LSC Act 2000, section 403 1A 'The secretary of State must issue guidance designed to secure that when sex education is given to registered pupils at maintained schools – a) they learn the nature of marriage and its importance for family life and bringing up of children.'

The reasons for our inclusion of SRE go further.

A Rationale for Sex and Relationship Education

Our Christian understanding of what it means to be human

We are involved in Sex and Relationship Education precisely because of our Christian beliefs about God and about the human person: God is community - a Trinity of love.

- We are made in God's image, Jesus is 'Word-made-flesh', all flesh is holy.
- Jesus' command to love is the basis of all Christian morality.
- Humans are created out of love.
- To be human is to relate - we exist in relationship.
- We must live in 'right relationships' with the whole of creation.
- There is a need to overcome misunderstanding and the distortion of views and values often portrayed by the media.

The Catholic school sets out to be a school for the human person and of human persons. The person of each individual human being, in their material or spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school.... For this reason the Catholic school, in committing itself to the development of the whole person does so in obedience to the solicitude of the Church, in the awareness that all human values find their fulfilment and unity in Christ⁴

⁴ The Catholic School on the Threshold of the Third Millennium, para 9 Congregation for Catholic Education 1997



The Claims We Make For Catholic Education & The Whole Person

The vision of education promoted and pursued by the Catholic community has always emphasised that our aim is to educate the whole person. Many, if not all, the Mission Statements of our schools will identify this wholeness as a critical dimension of their purpose. We cannot make this claim and then omit "positive and prudent" Sex and Relationship Education;

"sexuality is a fundamental component of personality, one of its modes of being ... it is an integral part of the development of the personality and of the educative process"⁵

EXTRACTS from BISHOPS' CONFERENCES

Low Week 1987 Meeting

Laying the Foundations for Education in Personal Relationships

1. **A Developmental Programme:** We must protect our children from ignorance. They should be given all necessary information and correct answers to their questions. Within the Christian community there is a real need to give gradual and positive sex education to our children. Each school, in consultation with governors, teachers and parents, should have or build a developmental programme

⁵ Educational Guidance in Human Love para 4 CTS 1983.

which aims to help our young people to have a properly formed conscience, to enable them to make right judgements, and to take the right actions in the many and varied situations in which they may find themselves.

2. **A Whole Person Approach:** Such education cannot be reduced simply to giving the biological facts. Our schools have the responsibility to ensure that the information given to our children is received in the context of the Christian community, with Christian values, and based on sound moral principles. We cannot be happy with an approach which reduces everything to mechanical and biological functions. We need to bring our young people to an appreciation of true Christian values and an understanding of moral principles.

3. **A Whole School Approach:** Attitudes are formed and values truly appreciated by the total experience of life in school, through both the formal and the 'hidden' curriculum. These attitudes and values develop as a result of relationships between pupils and staff. Consequently, while a senior member of staff should be responsible for the development and co-ordination of the necessary programmes, it should also be seen as a responsibility shared by the whole staff, with the whole range of the curriculum contributing to the formation of right attitudes in our children and young people.

Low Week Meeting 1994 Department for Catholic Education and Formation Social and Moral Education in Catholic Schools: Department Statement.

1. We must help each one acquire the necessary values and attitudes, together with appropriate knowledge, understanding and skills, for the different stages of her/his own personal

growth to human maturity. It is also important that we help allay fears and anxieties and correct myths and misinformation that young people may have acquired.

2. Catholic faith has a distinctive understanding of the human person, of true relationships and of the nature of community. This understanding should be reflected in the way a Catholic school forms its policy and enables its young people to grow up sharing the experience of belonging to a community with Gospel values.

Any sex education which schools provide, whether or not it is required as part of the National Curriculum, must be given in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.⁶

Where will S.R.E. be found?

In keeping with this rationale schools are encouraged to provide a "whole person, whole school, developmental approach" ('Laying The Foundations', Bishops of England and Wales, Low Week statement, 1987). To provide this there must first be an acceptance of pupils as sexual beings; "sexuality is a fundamental component of personality, one of its modes of being ...it is an integral part of the development of the personality and of the educative process" (Educational Guidance in Human Love).

Pupils are accepted whatever their background. We acknowledge that children will have different maturation rates and different levels of sexual awareness. The pressures and influences on them, from society and the media, often subliminal, cannot be underestimated. The school must be ready to accompany them on their journey to adulthood, modelling for them and enabling them to become capable of whole and wholesome relationships, and discerning their calling.

⁶ Education Act (No 2) 1986 Sections 18, 19, 46. See also *Sex and Relationships Education Guidance* DfEE 2000 – Introduction #4

Understanding of Roles



The role of Parents

Many people, parents, parishioners, governors, teachers and children themselves, will all have important parts to play in the sex education of our pupils, however, it is parents who are the first and best educators of their children.⁷ The school will seek to support parents in this role. Both the State and the Church recognise the central and primary role of parents in assisting their children's physical, spiritual & psychological growth in preparation for the challenges and responsibilities of adult sexual life.⁸

The role of Pupils

It is hoped that all pupils will be willing to listen to the teachings of the Church and become aware of the variety of other views regarding moral issues related to S.R.E. and that they will have a positive attitude and sense of responsibility regarding their own and others' sexuality. It is hoped that pupils will have a sense of self esteem that enables them to enjoy relationships based on mutual respect, dignity and responsibility.

'Education in sexuality' is but part of education in relationships. Consequently, each young person is entitled to experience a school climate in which the quality of relationships between staff and pupils, between the pupils themselves, is marked by honesty, personal

⁷ c.f. Declaration on Christian Education para. 3 Second Vatican Council ed. by. W. Abbott 1966

⁸ c.f. *ibid*, Circular 5/94 - Sex Education in Schools para 7. Also, *Sex and Relationships Education Guidance* DfEE 2000, Section 5. *The Truth and Meaning of Human Sexuality* chapters 4 and 8
⁹Education in Sexuality. Some Guidelines for Teachers and Governors in Catholic Schools, CES, 1994.

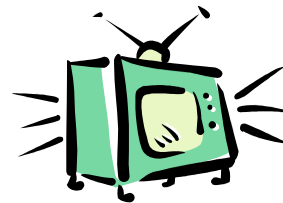
*identification, warmth, trust and security'*⁹

The role of Teachers

In this provision the teacher is an important contributor. All adult members of the school community are role models and educators in this dimension of pupils' education. The teacher's role in particular is to value and affirm all pupils; actively to promote open and wholesome relationships; to develop gospel values and effective pastoral systems; and to provide positive and prudent learning about sex and relationships.

These opportunities for learning, which will occur in all areas of the curriculum, will be brought together in a specific Sex and Relationship Education programme adapted to the age and development of pupils.

Social Context



'..the Church has always had the duty of examining the signs of the times and of interpreting them in the light of the gospel'
(Gaudium et Spes, :4)

Our world is good, God made it. (Genesis 1:4). It would be too easy to forget that and concentrate on the negative aspects of contemporary society, with its moral relativism, the invasive influence of the mass media.

Communication links have never been so fast and far reaching. Television and the internet bring into the home instant access and interaction to information from many societies and cultures throughout the *global village*.

In western society the influence of authority from home, school and religion are much diminished.

Against this background young people are searching for meaning in life, are often keen to take up causes involving ecology and the rights of others. They are concerned with issues of equality.

⁹ Education in Sexuality, C.E.S. 1994 page 9

Children and young people need moral guidance, knowledge, skills and positive beliefs in order to develop a sense of identity, self esteem and confidence that will enable them to journey well through life, into puberty, adolescence on into adulthood and possible marriage and parenthood. It is important that young people are encouraged

to develop the ability to discern and be critical of the false values presented to them and to have the confidence to make life choices in the light of the Gospel.

Guidelines for writing a Sex and Relationship Education Policy

- **Mission Statement** of the School
- **Definition:** The schools' definition of what is meant by SRE/EPR, will link with the Mission Statement, reflect the emphasis the school gives to the teaching of Jesus and the church and take account of the physical, moral and emotional development of pupils. It is important that there is clarity about this. There could be a statement putting sex education into the wider context of Education for Personal Relationships (E.P.R.) and showing the Catholic attitude to the human person; see page 3 of this document; see also *Catechism of the Catholic Church* paras. 369ff and 1621ff and *The Catholic School on the Threshold of the Third Millennium*, para. 9 Congregation for Catholic Education 1997,
- **Rationale:** Recognising pupils as unique persons, created in the image of God, loved by God and intended to have life to the full. It may be useful to have some quotes from the Bishops' Conference statements *'Laying the foundation for Education for Personal Relationships 1987 Social and Moral Education in Catholic schools'* 1994. Acknowledgement that the school shares with parents the responsibility to provide positive and prudent sex and relationship education. The school aims to keep pupils safe and protect them from exploitation.
- **Aims and Objectives:** These include both religious and educational aspects and the promotion and development of attitudes and values which are truly gospel inspired, such as love, truth, justice, freedom, integrity and reconciliation.
To provide, appropriate to age and ability an accurate knowledge and understanding about sexuality and relationships. To enable pupils to develop personal and social skills: to be confident in right relationships, to keep them safe from harm and to protect them from exploitation.

Roles and Responsibilities

- **Parents:** Acknowledgement that parents are the first and best educators of their children and that the school works in partnership with them. They have the right to be consulted before this policy is ratified by the governors. Acknowledgement of their right to withdraw their children from sex and relationship education, excepting those elements which are required by the National Curriculum science orders. Should they wish to do so they will be asked to notify the school. There will be meetings and information given to parents about the programmes and resources which will be used. Parents will be able to examine the programme their children are following. Parents will be encouraged to talk to their children about lessons at school and to listen to their questions and thoughts.
- **Governors:** Have responsibility for ensuring there is a sex and relationship education policy, in consultation with parents and teachers, which is in keeping with Catholic teaching. If necessary they will provide guidelines for the teaching of sensitive issues. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life eg careers, school nurse.

- **Teachers:**
 - (i) advise governors on the content and organisation of sex and relationship education;
 - (ii) develop suitable procedures for dealing with requests from parents to withdraw their children from sex education lessons;
 - (iii) contribute to reviewing existing provision;
 - (iv) use professional skills in developing the curriculum;
 - (v) draw on help and guidance from relevant sources, e.g., health professionals, marriage and family life workers;
 - (vi) teach sex and relationship education curriculum as detailed in the schemes of work;
 - (vii) participate in monitoring and evaluating sex and relationship education.
- **Provision of Programme:** Responsibility for the policy and provision of sex and relationship education rests with the governing body. The headteacher carries delegated responsibility and is supported in the oversight of the programme. All staff have some responsibility for the sex and relationship education programme, supported by named member(s) of staff who have specific responsibility for this area of the curriculum.
- **Legal requirements :** Guidance from the DfES requires all secondary schools to provide Sex and Relationship Education and recommends that all primary schools should have a Sex and Relationship Education programme. In both cases the Sex and Relationship Education programme should be rooted in the PSHE framework. There are also legal requirements to which schools must respond. The new DfES 'Sex and Relationship Education Guidance states that "*All schools must have an up-to-date policy which is made available for inspection and to parents. The policy must; define Sex and Relationship Education; describe how Sex and Relationship Education is provided and who is responsible for providing it; how Sex and Relationship Education is monitored, evaluated and reviewed regularly.*"
- **Management** of the programme within the curriculum. How it is to be taught? For example:-
 - (i) Groups? Single sex – mixed?
 - (ii) Who is to teach it?
 - (iii) Guidance on the use or not of outside speakers;
 - (iv) The amount of time to be spent;
 - (v) Where it is to be placed in the curriculum and its relationship to religious education and the science national curriculum?

Guidance to staff on how to organise groups, maintain boundaries, confidentiality, avoidance of personal questions directed at staff, dealing with questions and disclosures. Reference needs to be made to the school's policies on such subjects as: inclusion, child protection, equal opportunities and racial equality etc.

- **Scheme of work**, the outline of content for each year group. (See following pages on Primary and Secondary sections.)
- **Monitoring and review** of the programme and policy. The school should indicate how often and by whom SRE is reviewed and monitored.
- **List of resources**, to be used which may include:
 - Educational Guidance in Human Love* CTS 1983.
 - Education for Sexuality* published by the C.E.S. in 1994 D.F.E
 - Sex and Relationships Education Guidance* DfEE 2000.
 - Sex Education in Schools*. Circular 5/94, Education Act 1993:
 - Curriculum Guidance 5
 - Science National Curriculum
 - As well as the classroom resources which are to be used in the teaching of S.R.E.

All that I am Programme approved by Archdiocese of Birmingham 2005

THE PRIMARY SECTION



In primary schools:

The PSHE and Citizenship guidance is developed through four broad strands. The present requirements set out within the National Science Curriculum should be delivered through these broad strands and within the context of the National Healthy School Standards. The four themes are

- Developing confidence and responsibility and making the most of pupils' abilities
- Preparing to play an active role as citizens;
- Developing a healthy, safe lifestyle;
- Developing good relationships and respecting the differences between people.

Education for personal relationship, which includes sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all pupils:

- Develop confidence in talking, listening and thinking about feeling and relationships.
- Are able to name the parts of the body; describe how their bodies work; can protect themselves; and ask for help and support.
- Prepare for puberty.

Science National Curriculum

Key Stage 1

- Animals, including humans, move feed, grow, use their senses and reproduce
- Recognise, compare and name the main external parts of the human body
- That humans and animals can produce offspring and these grow into adults
- recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle.

LINKS with HERE I AM and E.P.R.

Introduction

The following is intended as a guide for linking E.P.R./S.R.E with Here I Am. Some of these aspects might be covered in the *Recognise* section where the topic is being introduced, starting with the pupil's own experience, and extending into the *Respect* and *Reflect* sections. Some ideas may be used in the *Relate* process where the teaching is explicitly concerned with Scripture and the teaching of Church.

Another way of using this section when teaching some aspects of E.P.R./S.R.E. which occur in science, P.E., health education or drama etc., is to make use of the links with the religious education programme.

NURSERY RECEPTION

AUTUMN TERM	
Family	Domestic Church
Myself	What I look like. I am special Physical appearance – what do I look like?
Beginnings	Experience of something new – what helps me ?
Babies	I have grown, what do babies look like?
Homes & Families	About my family – who is there, what do we do together?
Belonging	Baptism
Invitations	What does it mean to receive an invitation –invitation to be Jesus’ friend?
Friends	Who is my friend at home – at school?
Initiations	Experience of being welcomed into a group.
Signs & Symbols	Simple signs – smile – wave, etc. What do they mean?
Loving	Advent/Christmas
Birthdays	Celebrating birthdays – who makes my birthday happy?
Preparations	Getting myself ready – caring for my body –what can I do?
Gifts	Receiving gifts – how do I feel?
Visitors	Preparing for visitors – welcoming.

EASTER TERM	
Community	Local Church
Journeys	What makes a good journey? Who is with us?
Special people	Who are my special people? How do I feel about them?
Books	My favourite book – what stories tell me?
Celebrations	Safe ways to celebrate. Who would I like to come to my party?

Relating	Eucharist
Communion	Who do I belong to? – What makes me feel safe?
Meals	Favourite foods – how do I keep healthy?
Memories	Good occasions to remember.
Thanksgiving	Saying thank you to others.
Giving	Lent/Easter
Growing	How am I growing ?
Good & evil	Good things and sad things. What makes us happy/sad?
Death/New Life	What is it like to lose things and find them – how do I feel?
Self-giving	Ways I give – how important it is – sharing.
SUMMER TERM	
Serving	Pentecost
Good news	What is my good news? Whom do I tell?
Messengers/Witness	Good messages – how to be a messenger.
Energy	Using our energy – taking care of myself exercise, rest.
Holidays/Holy days	Special days – activity and rest – sharing.
Inter-relating	Reconciliation
Choices	Experience of choosing – making people happy by my choice.
Change	I can change – growth – choice
Freedom/ Responsibility	What freedom do I have? What keeps me safe?
Building bridges	I have friends – who are my special people?
World	Universal church
Neighbours	People who share my world.
Treasures	My special treasures – world as a special place –. looking after treasures
Special places	What are the special, safe and clean places?
Differences	The world is full of different things .

YEAR 1

AUTUMN TERM

Family	Domestic church
Myself	Care of the body – gift of God, knowing the appropriate names for parts of the body.
Babies	The baby grows in the womb, needs care is suckled – God gives life
Beginnings	How did I begin? (same as Babies) - I am special
Homes & Families	Parents care for us and one another. What is the best thing about my family?
Belonging	Baptism
Initiation	Learning what to do. What not to do.
Invitations	I have friends – what do friends do?
Signs + Symbols	Special signs for me
Friends	How do I live as a friend of Jesus?
Loving	Advent/Christmas
Birthdays	What are we celebrating in birthdays?
Preparations	How do we prepare for different occasions? – personal hygiene.
Gifts	About giving and receiving.
Visitors	Welcoming and valuing each other.
EASTER TERM	
Community	Local Church
Journeys	With others, how we can help each other on the journey?
Special people	There are special people in our lives – attitudes – towards each other
Books	God's word is a help in my life.
Celebrations	Why do we celebrate? How do we include others?
Relating	Eucharist
Communion	How can we come closer to each other?
Meals	Whom do we eat with?
Memories	What is important to remember?

Thanksgiving	How do we say thank you?
Giving	Easter/Lent
Growing	How have I changed? – Growth in love.
Good & evil	There are choices I can make.
Death/New Life	Death of a pet/someone known to me/relation (link with memories) – how do I feel?
Self-giving	All relationships need give and take – how do I show my love?
SUMMER TERM	
Serving	Pentecost
Good News	Good news makes us happy.
Messages/Witness	God's love is for everyone
Energy	Where does my energy come from?
Holidays/Holy days	What our bodies need for refreshment, so that they are more effective.
Inter-relating	Reconciliation
Choices	Life is about choices. I do have a choice.
Change	It is possible to change – God helps us.
Freedom/ Responsibility	That means taking care of each other
Building bridges	We can make friends again.
World	Universal church
Neighbours	We are all neighbours – people in our lives.
Treasures	What is important and to be valued.
Special places	The earth and all creation is a gift.
Difference	Difference is positive and enriching and is good.

YEAR 2

AUTUMN TERM

Family	Domestic Church
Myself	I am a girl/boy – correct terms. One day I might become a mother/father
Beginnings	More details on how I was born
Babies	How to care for a baby – what it needs.
Homes & Families	God made me through the love of my parents.- God gave me to a family adoption/fostering .Roles within a family.
Belonging	Baptism
Invitations	Invitation - can be good or bad choice.
Initiation	Friends share with and love each other.
Friends	How are people welcomed into a group?
Signs & Symbols	What are the signs of welcome, friendship and care?
Loving	Advent /Christmas
Birthdays	How can I show someone they are important to me?
Preparation	How does my preparation show I care?
Gifts	How do you choose gifts? What is my greatest Gift?
Visitors	Visits show love and concern. Who should I visit? How should I visit?

EASTER TERM

Community	Local Church
Journeys	Some special journeys – how to share and make the journey easier for others.
Special people	Jesus is a special person who is close to me.
Books	Value and reverence for God’s special books – how it helps me.
Celebration	How can I celebrate well?
Relating	Eucharist
Communion	Relating in different communities – it is good to belong but not always easy
Meals	Use of food in my life – special food/special time.
Memories	Ways of remembering – what is important to remember.
Thanksgiving	Different ways of saying thank you

Giving	Lent/Easter
Growing	Growth of self-control and ability to choose.
Good & Evil	Ability to choose – ways of recognising opportunities for good.
Death/New Life	Ends and new beginnings – a little more about attitudes to death new life
Self-giving	Ways people give to me.
SUMMER TERM	
Serving	Pentecost
Good news	What is Good News – at home – school – neighbourhood?
Messengers/Witness	What is my good news? Media/messages how do I use them?
Energy	How do I use energy? Kinds of food/rest?
Holidays/Holy days	Rest – use of free time re-creations.
Inter-relating	Reconciliation
Choices	Recognition of right and wrong choices.
Change	Changing is important for friends of Jesus. Look back over the day.
Freedom/ Responsibility	Rules at home and school – reasons - what rules are necessary ?
Building bridges	Relationships can be spoilt and renewed.
World	Universal Church
Neighbours	Different neighbours – God loves them all.
Treasures	What is treasured by individuals and groups, by me – God’s treasury.
Special places	Special places for the family – for me. Care for special places.
Difference	We are all different and special.

YEAR 3

AUTUMN TERM	
Family	Domestic Church
Myself	Understanding of different feelings and appropriate responses.
Beginnings	The beginning of my family or someone in my family.
Babies	Care of babies – What difference they make in a family.
Homes & Families	How a house becomes a home. What is important.
Belonging	Baptism
Invitations	What invitations do I receive? How do I respond?
Friends	What sorts of people are my friends?
Initiation	What are the rules of my group?
Signs and Symbols	What are the signs of caring?
Loving	Advent/Christmas
Birthdays	How can you best celebrate a special birthday?
Preparations	What is worth preparing for?
Gifts	Awareness of gifts in life.
Visitors	The effects of my visits on others
EASTER TERM	
Community	Local Church
Journeys	Each day is like a journey. What do I need for it?
Special people	For whom am I a special person? What makes me special?
Books	How does your favourite book give you pleasure?
Celebrations	What is worth celebrating?
Relating	Eucharist (An opportunity here, and in the next section ‘ <i>Giving</i> ’ to look at death and bereavement).
Communion	How we relate to each other in groups. Difficulties and joys?
Meals	Meals as a way of sharing friendship and love.
Memories	Good and bad memories. People can help us enjoy the good and overcome the bad.
Thanksgiving	Reflection on the reasons for thanksgiving in my life.

Giving	Lent/Easter
Growing	Growth is not always easy, it's often hard work – health concerns
Good/Evil	Appearances can be deceptive. Not everything we like is good.
Death/New Life	There is sadness and loss in life – how do I feel? What do I do?
Self-giving	Acknowledging the times we have to give up something.
SUMMER TERM	
Serving	Pentecost
Good News	What is the good news in your life?
Messengers/Witness	What kind of person are you? Who will carry messages?
Energy	How can I use my energy well?
Holidays/Holy days	What are the special times of my life?
Inter-relating	Reconciliation
Choice	How do you know what is the best choice?
Change	It is possible for me to change. What would I like to change?
Freedom/ Responsibility	Different kinds of rules. Why are they made?
Building bridges	We all need friends. How I can best keep my friends.
World	Universal Church
Neighbours	Neighbours can be easy or difficult. What kind of neighbour am I?
Treasures	What do I treasure most? How can I care for that treasure?
Special places	What is my special place? How do I care for it?
Difference	How do I cope with difference, difficulties and joys of difference



YEAR 4

AUTUMN TERM

Family	Domestic Church
Myself	Awareness of emotions – what causes them?
Beginnings	My own beginning – reproduction. I am special.
Babies	Pregnancy – care of the baby before it is born.
Homes & Families	Looking at the ideal family and home.
Belonging	Baptism
Invitations	How can I make good choices to invitations?
Friends	What qualities do I look for in a friend?
Initiation	How does my group remain together?
Signs & Symbols	What sign or symbol would I use to show I belong to my group?
Loving	Advent/Christmas
Birthdays	Why celebrate birthdays?
Preparation	What is important enough to prepare for? Keeping promises
Gifts	What are the most important gifts?
Visitors	The joy and challenge of visitors and visits.

EASTER TERM

Community	Local Church
Journeys	What were the important parts of a journey I have made?
Special people	What makes people special to me?
Books	What book is important to your family? – Why?
Celebrations	What celebration is important in your family?
Relating	Eucharist (An opportunity here and in the next Section <i>Giving</i> ’ to look at death and bereavement)
Communion	The way groups include or exclude others.
Meals	Meals as a means of including people and valuing them.
Memories	Special memories and those connected with them.
Thanksgiving	Reasons for thanksgiving for the gifts of the World.

Giving	Lent/ Easter
Growing	We need practice to grow, to give up things – make choices about growth
Good & Evil	Choice and understanding about what harms me or empowers me.
Death/New Life	Death is not an end, life changes when there is loss.
Self-giving	Ways of being generous and giving ourselves to others.
SUMMER TERM	
Serving	Pentecost
Good News	How do I respond to the good news of other people?
Messengers/Witness	What is it like to be a messenger? Whose message is accepted or rejected?
Energy	What would I like changed in me?
Holidays/Holy days	What is the best way to celebrate special times?
Inter-relating	Reconciliation
Choice	Consequences of good and bad choices.
Change	Change is always needed as a Christian. What would help me?
Freedom/ Responsibility	What rules give others and myself more freedom?
Building bridges	How can I befriend someone, or make friends again with someone whose friendship has been lost?
World	Universal Church
Neighbours	How do I cope with difficult neighbours or appreciate good ones?
Treasures	What is important to us? Who are we treasures for?
Special places	How can I respect the special place of another?
Difference	Recognition of each one's uniqueness. It is OK to be me.

YEAR 5

AUTUMN TERM	
Family	Domestic Church
Myself	Recognition of uniqueness, knowing something of my giftedness.
Beginnings	I am changing and new ways of being me are beginning.
Babies	Pregnancy and care of the baby before it is born.
Homes & Families	The roles within the family – contribution each makes.
Belonging	Baptism
Invitations	What responding to invitations may mean ?
Friends	Different friendships will have different patterns.
Initiation	Belonging to different groups.
Signs & Symbols	What signs and symbols do friends have?
Loving	Advent/Christmas
Birthdays	Why celebrate birthdays?
Preparation	What does being prepared mean?
Gifts	Why give gifts?
Visitors	The purpose of visiting?
EASTER TERM	
Community	Local Church
Journeys	What or who might be most helpful to me on my life journey?
Special people	What are my feelings towards special people in my life?
Books	How can the stories in books help me ?
Celebration	How do celebrations bring people together?
Relating	Eucharist ~ An opportunity here and in the next Section ' <i>Giving</i> ' to look at death and bereavement
Communion	How can we build up and support groups?
Meals	How we take care of our body by nourishment.
Memories	Means of keeping memories alive.
Thanksgiving	Feelings about giving and receiving gifts.

Giving	Lent/Easter
Growing	To grow means doing new things and leaving some behind.
Good & Evil	Ways of discovering what is good in some situations.
Death/New Life	Experience of people going away or dying (could be a pet) but are close to us in a new way.
Self-giving	We have the choice to give. How can we learn to give?
SUMMER TERM	
Serving	Pentecost
Good News	How can I <u>be</u> good news for others?
Messengers/Witness	What can be difficult about giving messages?
Energy	What makes me excited and want to go out to others?
Holidays/Holy days	How does rest and change mean I'm taking care of myself?
Inter-relating	Reconciliation
Choice	What is important about making choices? Choice of way of serving – vocation.
Change	Change can be for good or bad, how can I know?
Freedom/ Responsibility	What responsibilities do I have in my life – what are my own rules?
Building bridges	What keeps us apart? What will bring us together?
World	Universal Church
Neighbours	We share in the world with others. They are my concern.
Treasures	Treasure kept or shared, how does it make a difference?
Special places	Care of the created world including myself.
Difference	How I deal with prejudice and the fears of difference.



YEAR 6

AUTUMN TERM

Family	Domestic Church
Myself	Awareness of my physical, emotional and intellectual gifts – how I can develop and use them
Beginnings	What can I contribute towards making the world a better place? What new experiences are beginning?
Babies	What skills are necessary for good parenting?
Home & Families	Rituals associated with marriage and families – working at family life
Belonging	Baptism
Invitations	Life choices – how can I respond?
Friends	Discussion of friendship the support they offer and the sacrifices sometimes involved.
Initiation	What commitment do I make to my group?
Signs & Symbols	What are the signs and symbols of my commitment to others?
Loving	Advent/Christmas
Birthdays	The gift of birth
Preparation	What preparations for life do I make?
Gifts	How gifts may be given or received.
Visitors	The importance of hospitality – honouring the dignity of another.
EASTER TERM	
Community	Local Church
Journeys	What are the important steps so far in my journey?
Special people	What commitment do I need to be special for someone
Books	What does God's word tell me about how I can be happy with others?
Celebrations	Different people celebrate different occasions. How can I share my celebrations?
Relating	Eucharist (An opportunity here and in the next Section of 'Giving' to look at death and bereavement.)
Communion	Ways of expressing our union with others in a group.
Meals	Choice of food which will make us healthy or weaken us.

Memories	Getting in touch with special memories, looking at why they are special and how to keep them well.
Thanksgiving	What gifts in life are accepted or rejected?
Giving	Lent/ Easter
Growing	Growth means responsibility and commitment.
Good/Evil	Acknowledge what prevents you from seeing and doing good sometimes there are struggles.
Death/New Life	Times in life when we have to cut off, go away or die in some way in order to live
Self-giving	Generous giving without boasting or making a fuss about it.
SUMMER TERM	
Serving	Pentecost
Good News	The qualities of someone you would choose to spread good news. Choice of ways of spreading the Gospel.
Messengers/Witness	Witnessing to the values you believe in.
Energy	What is it that gives you energy to stand up for what is right?
Holidays/Holydays	How can I help others to enjoy their holidays?
Inter-relating	Reconciliation
Choice	Difficulty of making good choices Coping with a wrong choice?
Change	What decisions need to be made to effect change?
Freedom/ Responsibility	Freedom means responsibility. Who am I responsible to?
Building bridges	Who is most in need of friendship? How can I help?
World	Universal Church
Neighbours	Ways of helping each other to make the world a better place.
Treasures	All is gift – how can the most treasured gifts be cared for and shared
Special places	Variety is positive – responsibility for safeguarding the created world; & the special place within me.
Difference	Acknowledgement of difference. Each one is loved and lovable, regardless of difference – I am unique.

Specific Teaching at Foundation stage and Key Stage 1: this could be used to indicate specific Teaching of E.P.R. and where in the curriculum it would appear.

Content	year N/R	1	2	RE	Science	Sex Ed.	Citizenship	other
Understand the importance of valuing themselves and others as unique human beings – a gift from God.								
Recognise their membership of a family, the roles of individuals within the family, appreciate relationships of friends and family, working, playing and sharing together.								
Know the correct names for the main external parts of the body – wonder of God’s creation.								
Know themselves as male and female, know and understand that humans grow at different rates – created and loved by God.								
Know and recognise that babies have special needs.								
Have an awareness of personal health and hygiene, know about being safe, know the difference between good and bad touching and appreciate some diseases are infectious – respect for self and others.								
Recognise a range of emotions and how we deal with them.								
Know about the rituals celebrated in the church marking life, especially birth, marriage and death.								

Specific Teaching at Key Stage 2: this could be used to indicate specific Teaching of E.P.R. and where in the curriculum it would appear.

Content	year 3	4	5	6	RE	Science	Sex Ed.	Citizenship	other
Value themselves as a child of God and the body as God's gift, understand growth and change and become aware of changing emotions.									
Appreciate the wonder of Creation – know and understand physical and emotional changes that come about through puberty and how to deal, in a positive way, with feelings towards themselves and others.									
Know the correct names for parts of the body, external and internal, reproductive organs – wonder of God's creation.									
Know about the birth of a baby, develop an understanding of the skills and responsibilities of parenthood.									
Knowledge about sexual intercourse – appreciate that life is a precious gift of God, understanding of a range of expressions of love – valuing & caring for each other.									
Knowledge of our own body and the need for care and hygiene – health care – recognition of right & wrong choices – respect and love of self and others.									
Know about the rituals celebrated in the church marking birth, marriage and death – understanding of the Sacraments.									
Understanding of roles within the family – understanding of the gift of and responsibility of relationships.									
Know about patterns of friendship – recognise the importance of forgiveness in relationships									

THE SECONDARY SECTION



The Aims and Objectives of Sex Education

In implementing its mission statement the school must ensure that the pupils develop a sound understanding of the teaching of the Church and the values of the gospel. Sex Education in a Catholic school, as already stated, aims to present to the young a vision and ideal of sexuality that is fully human.

It is important therefore that such education, while delivered by different curriculum areas, should be planned and co-ordinated in such a way that it is not fragmentary nor perceived by the pupils as such.¹⁰

Knowledge of the biological facts of puberty and reproduction must go hand in hand with an ever-deepening understanding of the expression of love in both sexual and non-sexual ways. This love, to be true and deep, must have a moral and spiritual dimension.

In order that such a programme should be seen coherently by staff, pupils and parents alike, it must be developmental by design, building from Key Stage 3 to Key Stage 4 and seen as firmly built on the foundations of Key Stages 1 and 2.

It must take account of the moral, personal, social and spiritual development of the young but, in order to engage their hearts and minds, it

must be also be aware the world in which our young people live. As Jesus did, we must, as Catholic adults (whether parents or teachers) journey with the young along their paths in life, listening to them before responding to them.

These broad aims must be translated into the following general objectives

- To have an awareness of where the young people are in their knowledge and understanding of human sexuality, so that their needs and concerns can be identified and addressed.
- To facilitate in the students the development of self-love and self-worth as creatures made in the image and likeness of God.
- To develop an understanding of the emotional, moral, spiritual, social and personal aspects of human sexuality
- To enable students to consider critically the values of the modern world in general and their teenage subculture in particular with regard to human sexuality.¹¹

¹⁰ *Social and Moral education in Catholic Schools 1994 - Section C - Part 4*

¹¹ *Social and Moral education in Catholic Schools 1994 - Section E - Part 2*

- To enable students to discern and make choices in the light of the teaching of the Church.
- To enable the pupils to develop an understanding of love as central to human relationships and the way in which this is expressed in marriage and other kinds of relationships and states of life such as, the priesthood and religious life.
- To bring about a deeper appreciation of the importance and values of the family life, while appreciating the varied forms the family can take in the modern world.¹²
- To understand the Sacrament of Marriage as a covenant and sign of the relationship between God and humankind.
- To be aware of the joys, problems, and difficulties in marriage, such as, adultery, divorce and childlessness.
- To know about homosexuality, and the teaching of the Church and the law of the land.¹³
- To give clear guidance to pupils in respect of the Children's Act of 1989 with particular regard to their personal safety and welfare in the matter of physical and sexual abuse.¹⁴
- To give knowledge of all sexually transmitted diseases including HIV/AIDS.
- To impart full knowledge and understanding of the details of puberty and human procreation in their physical as well as emotional, spiritual and moral aspects.
- To enable pupils to understand their physical and emotional development; to be aware of their attitudes and values and have a sense of responsibility for themselves.
- To enable pupils to reflect on their relationships and recognise the qualities that help relationships to grow and develop positively.

Application of Objectives

These broad objectives should then be translated into more specific objectives that are set out for each year group within each key stage as set out below. These objectives then form the basis of the actual sex education programme. It is good practice to have an outline programme of study in your policy so that what is being taught, and when it is being taught, is absolutely clear to whoever reads it: parents, priests, governors, students, school nurse, LEA advisers and the public. It is important to identify where aspects are taught eg Religious Education, Citizenship, PSHE, Science and Biology etc.

¹² *Catechism of the Catholic Church* # 2201 - 2207 pgs 476-477

¹³ For succinct teaching of Catholic Church on homosexuality see *Catechism of the Catholic Church* paragraphs 2357-2359

¹⁴ *Social and Moral Education in Catholic Schools* 1994 - Section D - Part 2
See also *Catechism of the Catholic Church* #2389

AT KEY STAGE THREE THE FOLLOWING OBJECTIVES SHOULD BE ACHIEVED

YEAR SEVEN

	Religious education	Science	PSHE	SRE	OTHER
1 To have knowledge of the physical and emotional changes involved in puberty, the menstrual cycle, ovulation, fertilisation, pregnancy and birth.					
2 To have knowledge and understanding of the physical and emotional development of the young child.					
3 To have some understanding of myself in terms of the kind of person I am, my uniqueness,					
4 To have some knowledge and understanding of basic issues of health care concerning daily and weekly hygiene.					
5 To have some basic knowledge of the fact that there are such things as sexually transmitted diseases and other diseases such as HIV/AIDS					
6 To have some knowledge and understanding of roles and relationships within the family and outside the family.					
7 To examine the importance of friendships and relationships in terms of promises and agreements.					
8 To have a deeper understanding of love in the Christian tradition and the way in which it binds families and society together.					

YEAR EIGHT

	Religious education	science	PSHE	SRE	OTHER
1 To consider, explore issues around decisions, moral values, choices and their consequences, freedom, responsibility and the importance of conscience.					
2 To reflect on the image of myself and others so that I can learn to respect them as made in the image and likeness of God.					
3 To consider the people and things which influence who and what we are.					
4 To reflect on our own experience of growth , change and coming of age and that of others in other cultures.					
5 To examine the importance of friendships and relationships in terms of promises and agreements.					
6 To consider basic rules we live by and LOVE as the ultimate rule or guide of life in terms of caring, service and self-giving; also in terms of vocation , whether marriage, the single life or becoming a priest/religious.					
7 To examine the physical, emotional and social changes associated with puberty and adolescence. Develop a respect for our own bodies and those of others.					
8 Through the preparation for the sacrament of confirmation to consider issues around maturity, growth, independence and responsibility					
9 To consider the family in terms of roles and relationships.					
10 Develop a knowledge and understanding of health issues and sexually transmitted diseases including HIV/AIDS					

YEAR NINE

	Religious education	science	PHSE	SRE	OTHER
1 To explore on a deeper level, self-knowledge . Develop an understanding of others by: analysing experiences, reflecting on qualities and considering the kinds of judgements made about others and self.					
2 To have a deeper understanding of the kinds of conflict within ourselves and between us and others so that the value of reconciliation can be appreciated.					
3 To examine in more depth the issue of sexual-abuse in terms of appropriate and inappropriate speech and touch. Awareness of rights under the Children's Act.					
4 To explore the issues around gender discrimination and prejudice.					
5 To consider in more detail both friendship and other kinds of relationships within the peer group.					
6 Appreciation of sexuality as a gift from God.					
7 To analyse the effects of pornography on people.					
8 To consider the variety of sexual attitudes in society and to use Christian values as a critique of these attitudes.					
9 To consider the issues around responsible sexual behaviour .					
10 To further consider health and other related issues around sexually transmitted diseases and HIV/AIDS.					
11 Develop attitudes of sensitivity towards homosexuals and Aids sufferers to combat prejudice and discrimination.					
12 To deepen the awareness of family life , the development of the baby and the growth of the young child.					

AT KEY STAGE FOUR THE FOLLOWING OBJECTIVES SHOULD BE ACHIEVED

YEARS 10 AND 11

	Religious education	science	PHSE	SRE	OTHER
1 Understanding of the sacrament of marriage as a covenant and sign to the world. Appreciate the factors that contribute towards making a marriage dysfunctional: e.g. poor communication, divorce, adultery or a contraceptive mentality.					
2 Knowledge and understanding of the issue of abortion , the arguments for and against, and to be able to express an opinion.					
3 To know and understand the issues around birth control - the teaching of the Church.					
4 To understand the difference between an annulment and a divorce.					
5 To know in detail how sexual diseases are spread including HIV/AIDS.					
6 To know and understand what is involved in relationships leading to marriage and to begin to have some understanding that family life can lead to happy and fulfilling relationships.					
7 To develop further a positive attitude to our own sexuality so that we will be able to make positive decisions and choices in this matter.					
8 To understand the importance of the choices we make and its effect on others.					
9 To understand what is meant by responsible parenthood .					
10 To accept responsibility for one's action and to be able to justify personal choices and decisions, especially in relation to the choice of marrying or remaining single.					

Key Stage 5

Each school or college will discern in its offering what are the more relevant areas of sex and relationship education for their students. The school will write a Scheme of Work similar to those in previous years. In the **All that I am** programme, the theme of 'Who I am' is suggested for KS5. The final sessions in this programme enables students to assimilate and apply the principles of authentic Christian living to themselves and contemporary society.

Sources.

All that I am The programme provides a framework and teaching materials suitable for use in KS2 to KS5 and it is approved by the diocese. It is recommended to a school either as programme to follow or as a resource to adapt and incorporate into a school's own programme. Available from www.all-that-i-am.co.uk

Curriculum Guidance 14-19 – published by the Bishops Conference Department for Catholic Education and Formation Sept 2006 – specially those elements of the Skills and Processes in Religious Education (pg 20) including Synthesis ... connecting different aspects of life into a meaningful whole, and Application ... making the association between religions and individual, community, national and international life.
