

S Finbar's Catholic Primary School

Relationships and Sex Education Policy 2016/17

Coordinator: Miss L Haresnape

SUB COMMITTEE RESPONSIBLE - CURRICULUM





Mission Statement

We at St Finbar's aim to respect and value all those involved in contributing to the life of our school.

Our purpose, which is founded upon Catholic principles, is to provide a secure, happy and creative environment in which children grow spiritually, emotionally and intellectually, seeking and celebrating a personal best.

We promote strong relationships with families and parish, whilst fostering local and wider world awareness - creating future good citizens enabling them to grow through this Mission in action.

'We are not some casual and meaningless product of evolution.
Each of us is the result of a thought of God.'

Benedict XVI

'I have come that they might have life and have it to the fullness.'

John 10:10

Education is about growth and development of the whole human person. It should aim to integrate a pupil's

- Intellectual
- Moral
- Spiritual
- Emotional
- Psychological and physical development

And so lead to full Christian maturity, human wholeness and flourishing.

Following the *Guiding Principles*, the Catholic character of the school **requires** that, in the specific area of Education in Relationships and Sex, the leadership and management of St. Finbar's Catholic Primary School, working with foundation governors, will:

- **ensure** that the school seeks to remain faithful to Catholic belief and teaching on matters of faith and morality.
- **promote** Catholic belief and teaching concerning human dignity and relationships and, in particular, encourage an understanding of and respect for the sanctity of human life, the virtue of chastity, and the sacrament of marriage.
- **oversee** the delivery of education in sex and relationships to guarantee its faithfulness to the belief and teaching of the Catholic Church (this includes the content of teaching and resources) so that it excludes anything which risks reducing the understanding of sexuality to the level of a mere bodily function, biological process or recreational activity.
- **recognise** the primary role of parents in the education of their children and, 'in particular, sex education is a basic right of the parents and must always be carried out under their close supervision.' The school recognises that education in relationships and sex is done in the name of parents, with their consent and with their authorisation. Consequently, any school based education in relationships and sex must always be carried out in direct consultation with parents.
- **demonstrate** pastoral sensitivity for the cultural, personal and family circumstances of children and young people while maintaining the integrity of Catholic belief and teaching.
- **enable** the formation of children and young people through a consistent application of Catholic belief and teaching on matters of faith and morality across the whole curriculum and from all staff.
- **monitor** the involvement and teaching of external agencies/visiting speakers, and the distribution of resources within school provided by them - in order that all presentations and content are in accordance with the belief and teachings of the Catholic Church.

Following the *Guiding Principles*, the leadership and management of the school, working with governors, and giving due regard to the Catholic character of the school, will ensure that in the specific area of education in relationships and sex, St Finbar's Catholic Primary school **promotes**:

- (a) **An approach that presents the teaching of the Catholic Church** on matters of relationships and sex, rooted in the biblical presentation of the human person who is made in the image of God to love and to be loved, as a positive and consistent ethic for life encouraging pupils and young people to enter into proper and fulfilling relationships. Such an approach will guard against a discouraging and negative presentation of Catholic Church teaching which comes across as a series of random and arbitrary prohibitions.

- (b) **A developmental approach which gives gradual and positive education** in relationships and sex to enable children and young people to have accurate information, seek to develop a properly formed conscience to make right judgements, and to take right actions in the many and varied situations in which they may find themselves. Pupils and young people will need time to reflect on what they are taught. They will need to ask questions and articulate their thoughts and anxieties in a context of respect and trust.
- (c) **A whole person approach** which accepts that pupils and young people are sexual beings who have received their sexuality as a gift from God and which is something essential to personal identity: 'Sexuality is a fundamental component of personality, one of its modes of being ... of communicating with others, of feeling, of expressing and of living human love. Therefore it is an integral part of the development of the personality and of its educative process'. Catholic schools have a responsibility to ensure that the information given to pupils and young people is received in the context of the teaching of the Catholic Church and, therefore, based on sound theological principles. This positive approach excludes anything which risks reducing the understanding of sexuality to the level of a mere bodily function, biological process or recreational activity.
- (d) **A whole school approach** to education in relationships and sex which is transmitted in the context of the Catholic life of the school through a cohesive set of guiding principles which are informed by the mission statement and flow from the Gospel of Christ and the virtues. 'Pupils and young people will have different maturation rates and different levels of sexual awareness. The pressures 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 right and proper relationships. Consequently, while a senior member of staff should be responsible for the development and co-ordination of the necessary programmes, it is a responsibility shared by the whole staff, with the whole range of the curriculum contributing to the formation of right moral attitudes in our children and young people'.
- (e) **Loving relationships between people** so that the love experienced by pupils, students and staff is founded on the Christ-centred impulse to love and to be loved.
- (f) **A framework for living out these relationships** anchored in the principles which flow from the Gospel and the practice of the virtues: faith, hope, love, prudence, justice, fortitude, temperance, chastity; and the fruits of the Holy Spirit, charity, joy, peace, patience, kindness, goodness, generosity, gentleness, faithfulness, modesty, and self-control.
- (g) **All that is worthy in relationships** such as love, respect, honesty, generosity, kindness, gentleness etc. and rejects abuse and exploitation.
- (h) **An approach to human life which promotes its God-given dignity**, goodness and sanctity, its joy and wonder and seeks to awaken pupils and students to their most creative possibilities so that gifts and talents can be placed at the service of God and the community.

- (i) **The positive presentation and encouragement to live modestly** by respecting the dignity of oneself and others, especially with regard to our sexuality, and with chastity which can guide us to make personal choices which are responsible, mature and recognise that sexual intimacy is for the purpose of love and new life within marriage.
- (j) **Respect for the child's sense of delicacy** and privacy concerning sexual matters, and protection of children and young people from lessons or materials in human sexuality which are explicit, premature or misleading.
- (k) **Marriage as the equal union of man and woman** who love each other and commit to each other before God and the community. Marriage is the place for the sexual expression of loving intimacy which is open to life. Christian marriage expresses the truth about love and can serve as a prophetic proclamation of a human being's real needs: that a man and a woman are called upon from the beginning to live in a communion of life and love, and that this communion leads to a strengthening of the dignity of the spouses, the good of the children and of society itself.

Definition of Education in Relationships and Sex

Introduction

Education in sex and relationships is founded on the Catholic understanding of the human person, relationships, marriage and the gift of sexuality revealed in Scripture and presented in Catholic Church teaching. The human person, with a unity and dignity that comes from God, is created for and called to a life of self-giving love expressed in relationship with God and with others. This authentic human love is always more than sexual expression for the human person is made in the image and likeness of God.

Definition

As a Catholic school, our role is to nurture the development of the whole person. Children, will learn about their spiritual, social, moral, emotional and physical development in ways appropriate to their age, level of maturity and developmental needs because their ability to form loving, caring, happy, strong, healthy, stable relationships is based upon this lifelong learning. Parents are the primary educators in this regard. This development is also fostered in many areas of the school curriculum and includes aspects of character such as self-respect, confidence and responsibility, and fundamentally an understanding of oneself as a unique and beautiful part of God's creation. The centrality of self-giving love, the importance of love for relationships, including love's sexual expression in marriage is taught and promoted. The teaching of sex, sexuality and sexual health will be placed in the context of Catholic Church teaching. Education in relationships and sex will reflect on and explore family life and relationships because it is in the family that children first experience love, affection, respect, saying sorry, forgiveness and other ways of relating to others.

It is in this Catholic context that the definition of RSE, given in DfEE guidance is understood. This guidance states that RSE is the 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage

for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.' Education for relationships and sex provided in this school will seek to build on the child's own experience, sensitive to the varied home background of individual pupils. It will incorporate through its aim, objectives, content, and teaching, the three main elements of RSE - attitudes and values, personal and social skills, knowledge and understanding within a Catholic context.

Aim of Catholic Education in Relationships and Sex

Catholic education in relationships and sex aims to support parents in their role as first educators of their children. Using a faith motivated person-centred approach the school will aim to ensure that all pupils, appropriate to their age, level of maturity and developmental needs, develop the necessary attitudes and values, the personal and social skills, and knowledge and understanding to ensure that they have the capacity to make sound judgements, good choices and enjoy relationships based on love, mutual respect, dignity and responsibility free from any abuse or exploitation and to accept their own and others' sexuality in positive ways and as a gift essential to their personal identity.

Objectives of Catholic Education in Relationships and Sex

This aim will be achieved by generating an ethos in the classroom and throughout the school based on love, mutual respect, trust and confidentiality and by meeting the following objectives to enable children to

- know that they are a unique creation of God and so are able to grow in self-respect developing a positive attitude to themselves, their feelings and their sexuality
- understand that self-giving love is central to relationships
- recognise the importance of forgiveness and saying sorry in relationships
- understand the reasons for self-respect, and why they should act with respect and responsibility in their relationships
- reflect on their own relationships recognising those qualities that help relationships grow
- develop knowledge, communication skills and understanding in order to help personal decision-making
- act responsibly as an individual and as a member of a group
- identify and have the confidence to talk about their emotions and how to respond positively to them
- communicate a point of view clearly and appropriately and listen to the views of others
- take responsibility for oneself and for one's actions
- come to understand the influence and impact of the media, Internet, peer groups and develop the ability to assess pressures and respond appropriately
- explore and respond appropriately to prejudice and gender stereotyping

- think positively about their own body
- understand, in ways appropriate to their age and developmental needs, the changes they will undergo including puberty
- know the correct vocabulary for external body parts, sexual organs, and menstruation
- think positively about other people, adults as well as children
- take care of themselves, their health, safety and personal hygiene
- know that some diseases are infectious
- keep themselves safe and ask for help and support when needed
- become aware of good choices and wrong choices and their consequences
- understand that some choices can entail undesirable outcomes, such as psychological distress, physical trauma, STIs, HIV/AIDS, abortion
- make good choices about what to do in particular situations
- manage relationships with friends confidently and effectively
- develop the ability to form positive, non-exploitative relationships and reject bullying
- explore and reflect on their own experience of people who are married
- have an understanding of the family, an appreciation of the values of family life and the roles and responsibilities of family members
- have an understanding of a family as a spiritual community in which members can grow in faith, hope and love
- understand that the difference between male and female is part of God's loving and creative plan
- understand sexual behaviour and reproduction in the context of a loving and self-giving marriage avoiding its reduction to bodily functions
- understand the Church's teaching on sexual activity outside of marriage
- understand the Church's teaching on the distinction between sexual orientation and sexual activity
- understand the difference between natural family planning and artificial contraception
- recognise and appreciate the Catholic belief in the importance of marriage for family life and the bringing up of children

Roles and Responsibilities

1. Parents

"Sex education, which is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centres chosen and controlled by them. In this regard, the Church reaffirms the law of subsidiarity, which the school is bound to observe when it cooperates in sex education, by entering into the same spirit that animates the parents" (*The Truth and Meaning of Human Sexuality*, Pontifical Council for the Family, 1995).

We recognise parents as the first educators of their children. This is their right and duty, and flows from their natural relationship to each other and to their children. We

recognise that parents sometimes experience and express difficulty in discussing sex and relationships with their children. The school seeks to support, and not replace them in this situation. Support, understanding and advice will be offered to parents to deal with sensitive issues they may need to address.

- (a) The school will provide in advance full information to parents and opportunities for consultation and involvement in the Education in Relationships and Sex programme (see role of head teacher below).
- (b) The school sees Catholic Education in Relationships and Sex as an integral part of the religious dimension of school life and asks that parents, who may wish to withdraw their child from the programme, to discuss their intention, in the first instance, with the head teacher or the delegated senior leader. However, parents are entitled to withdraw their child (up to age 19) from any or all sessions of the programme and for any reason, except that taught within National Curriculum Science. Parents must inform the school in writing in advance if they intend to withdraw their child so that alternative and appropriate supervision can be made.
- (c) Parents' concerns or objections to the content or delivery of the Education in Relationships and Sex programme should be addressed in the first instance to the delegated senior leader or head teacher. Should this fail to resolve the matter then the school's complaints procedure should be followed and if necessary contact with the Governing Body.

2. Governors

The Foundation Governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholic character of the school.

- (a) The governors of this Catholic school acknowledge and intend to promote the consistent teaching of the Catholic Church in the fulfilment of their ecclesial and statutory duties, for the benefit of the children in their care.
- (b) They recognise that the parents have the primary responsibility for the education of their children, and that parents have special rights and duties over education in personal relationships.

The governors intend to comply with statutory requirements.

4. Head teachers and delegated responsibility

- (a) The head teacher has overall responsibility for implementing the Catholic Education in Relationships and Sex programme and its integration into the school's curriculum and Catholic life.
- (b) Head teachers have a particular duty to respect and support the primary role of parents in this field.
- (c) The head teacher may appoint a Coordinator for Catholic Education in Relationships and sex - a suitable person appropriately trained. The head teacher or delegated senior person will ensure that any discussion or treatment of sexuality in the school

curriculum is consistent with Catholic teaching. They will assist colleagues to acquire and present up-to-date knowledge of the vision and teaching of the Catholic Church in this field.

- (d) The head teacher or delegated senior person will provide parents with full information about the proposed Catholic Education for Relationships and Sex programme before it is initiated, and will obtain parental consent in respect of each child before the child is allowed to participate in the programme. Opportunities for consultation and involvement will also be offered.

5. Staff

- (a) Teachers and all those contributing to Catholic Education in Relationships and sex are expected to work within the values framework as described in the guiding principles and policy document, in line with the school's ethos.
- (b) Appropriate development and training will be undertaken. It will accord fully with the approach of the Catholic Church and take into account current statutory requirements.

Organisation of Catholic Education in Relationships and Sex

The Relationships and Sex education programme will:

- Provide information that is relevant and appropriate to the age and developmental stage of the pupils
- Develop skills of assertiveness, communication and effective dialogue in relationships
- Encourage the exploration and clarification of values and attitudes
- Foster self-esteem, positive self-image and confidence

Topics and themes will be revisited year to year taking account of the pupils' development. The content of the RSE Programme will be based on the recommendations of Liverpool Archdiocese and the Local Authority.

The following is intended as a guide for linking R.S.E. with Come and See. Some of these aspects might be covered in the Explore section where the topic is being introduced, starting with the pupil's own experience, and extending into the Reveal and Respond sections. Some ideas may be used in the Reveal process where the teaching is explicitly concerned with Scripture and the teaching of Church. Some topics offer more explicit teaching to develop ideas about EPR, some less so.

Some aspects of R.S.E. will occur in Science, P.E., health education and drama etc.

EARLY YEARS		
MYSELF	God knows and loves each one	<ul style="list-style-type: none"> • Each one's name is important • I am special and have a special name • I have a family name • Everyone is precious to God
WELCOME	Baptism a welcome to God's family	<ul style="list-style-type: none"> • How we are made to feel welcome • How do we show others that they are welcomed

BIRTHDAY	Looking forward to Jesus' birthday	<ul style="list-style-type: none"> • How is a baby welcomed into a family • Why do we celebrate birthdays • What a birthday is • What people do while they wait for a birthday • Some of the ways birthdays are celebrated
CELEBRATING	People celebrate in church	<ul style="list-style-type: none"> • Why is celebrating important • What is good about celebrating together • What a celebration is • Different elements of celebration • Different ways of celebrating
GATHERING	The parish family gathers to celebrate Eucharist	<ul style="list-style-type: none"> • Why do we gather together • How we gather as a church/parish family • What are the things that are better done together and why • The importance of gathering
GROWING	Looking forward to Easter	<ul style="list-style-type: none"> • The ways in which we grow • That spring is a time when things begin to grow • The ways in which we can grow in love to be more like Jesus
GOOD NEWS	Passing on the Good News of Jesus	<ul style="list-style-type: none"> • How they and others feel when they have good news. • The joy and happiness the good news brings • That everyone has good news to share
FRIENDS	Friends of Jesus	<ul style="list-style-type: none"> • How friends make us feel happy, comfortable and glad • What breaks and mends friendships: • It is good to have friends • How we can change and say sorry and forgive each other
OUR WORLD	God's wonderful world	<ul style="list-style-type: none"> • How wonderful our world is • How we could make God's world even more wonderful • What would happen if we did not look after our world • What we love about our world. • What fills us with wonder about our world • Everyone shares God's world • How we would feel if we did not work together to share God's world

YEAR 1		
FAMILIES	God's love and care for every family	<ul style="list-style-type: none"> • How families show love and care for each other • God's love and care for them and their families. • How God shows love and care for individuals, families and all of creation
BELONGING	Baptism an invitation to belong to God's family	<ul style="list-style-type: none"> • What it feels like to belong • The experience of belonging to their family and the Church family • How babies are welcomed into the Church family • Parents are blessed
WAITING	Advent a time to look forward to Christmas	<ul style="list-style-type: none"> • How we feel when we are waiting • Why waiting can be difficult at times • Others may help us as we wait • We can help others
SPECIAL PEOPLE	People in the parish family	<ul style="list-style-type: none"> • Special people help us • What makes a person special • How we can love and serve each other • There are people who do special jobs at Mass when the parish family gathers • Some of ways in which these people help
MEALS	Mass; Jesus' special meal	<ul style="list-style-type: none"> • What important for a happy meal

		<ul style="list-style-type: none"> • What makes a family meal special • Preparation for a meal • How we love and serve Jesus • How it is good to say thank you for our meals
CHANGE	Lent a time for change	<ul style="list-style-type: none"> • How the season change. • The ways we change and grow in love and kindness. • How we can change and make a new start in Lent.
HOLIDAYS AND HOLYDAYS	Pentecost: the feast of the Holy Spirit	<ul style="list-style-type: none"> • Why are holidays different from ordinary days • What makes holidays happy times • How holidays are times to relax and do something different • We should thank God for holidays and our wonderful world
BEING SORRY	God helps us to choose well	<ul style="list-style-type: none"> • Making choices that help us feel happy. • Making choices that make us feel unhappy. • What helps us to make good choices • How would it be if everyone followed Jesus' new rule to 'love one another' • Sometimes hard to say sorry and to forgive. • It is good to say sorry • The end of the day is a good time to reflect on the choices made and to ask God's forgiveness
NEIGHBOURS	Neighbours share God's world	<ul style="list-style-type: none"> • Who is our neighbour • What makes a good neighbour • How we can be a good neighbour • What happens if someone is not a good neighbour

YEAR 2

BEGINNINGS	God is present in every beginning	<ul style="list-style-type: none"> • How you feel when you begin anything new • Why some beginnings are easy and some are difficult • How we begin our day • How each day is a new beginning • God cares for everyone. • God being present in all new beginnings
SIGNS & SYMBOLS	Signs and symbols used in Baptism	<ul style="list-style-type: none"> • The meaning and importance of some symbols in life. • The power of symbols to convey meaning • Some of the signs and symbols in daily life
PREPARING	Advent; preparing to celebrate Christmas	<ul style="list-style-type: none"> • Why is it necessary to prepare? • What would happen if you didn't prepare? • How you feel when you are preparing for special times? • What is the best way to prepare for Jesus' coming?
BOOKS	The books used in Church	<ul style="list-style-type: none"> • The importance of books in our lives. • The need for books • How books can help us
THANKSGIVING	Mass a special time for saying thank you to God for everything, especially Jesus	<ul style="list-style-type: none"> • How you feel when you thank others • How you feel when you are thanked • Why we thank God our Father • How the parish family can spread the message of thanksgiving and peace.
OPPORTUNITIES	Lent an opportunity to start anew in order to celebrate Jesus' new life	<ul style="list-style-type: none"> • How each day offers opportunities for good • What helps a person choose well • The opportunity Lent offers to make a new start.
SPREAD THE WORD	Pentecost a time to spread the Good News	<ul style="list-style-type: none"> • The importance of messages in daily life • The responsibility of passing on messages • The new life of Jesus • How the Holy Spirit helps Christians • Jesus has promised us new life
RULES	Reasons for rules in the Christian family	<ul style="list-style-type: none"> • The importance for ourselves and others of keeping rules.

		<ul style="list-style-type: none"> • How rules are necessary in life • How it is sometimes hard to say sorry • How it is sometimes hard to forgive others • The good feeling when people make up • The difference between doing something accidentally and on purpose. • The importance and helpfulness of examining your conscience every day. • A sorry prayer
TREASURES	God's treasure; the world	<ul style="list-style-type: none"> • What we treasure • What treasures we share • We are God's treasure • How we thank God for the treasures of our world • How we should treat the treasures of this earth

Year 3		
HOMES	God's vision for every family	<ul style="list-style-type: none"> • What makes a house a home • What makes home a special place for you • What makes a house a home • Why is family important • The respect of parents and children for one another • What do you like to do at home, on your own and as a family • What do people do for you at home, that makes you feel special • What is sometimes difficult about sharing and being part of a group at home • God's dream for every family • God is always there
PROMISES	The meaning of the commitment and promises made at Baptism	<ul style="list-style-type: none"> • What is good about being in a group • Why we have rules • The importance of making promises • How some promises are more difficult to keep than others • The link between the promises made the consequences of actions following the promise • The role of parents and godparents in bringing up the child in the Faith • What it means to live a child of the Light
VISITORS	The coming of Jesus	<ul style="list-style-type: none"> • How we welcome visitors • How we feel as a visitor • The importance of preparing for visitors. • The joys and demands of visitors
JOURNEYS	Christian family's journey with Jesus	<ul style="list-style-type: none"> • Each year has its special times and seasons • Life is a journey • Who is with you on the journey • What makes it good • difficulties times in the life's journey • What/who helps • How we help one another on the journey
LISTENING & SHARING	Jesus gives himself to us in a special way	<ul style="list-style-type: none"> • The cost of sharing • The joys of sharing • The importance of listening well and sharing. • The joys and difficulties of listening and sharing • How feelings affect our own and others desire to listen and to share.
GIVING ALL	Lent a time to remember Jesus' total giving	<ul style="list-style-type: none"> • Why people are brave and give themselves to others • The demands of total giving in terms of time and giving up something you what to do

		<ul style="list-style-type: none"> • How people give themselves to others • Those in need and how we might help them. • Lent - an opportunity for giving, growing in goodness • Jesus' total giving
ENERGY	Gifts of the Holy Spirit	<ul style="list-style-type: none"> • The energy of wind and of fire. • The best use of power of wind and fire • The inspiration of the Holy Spirit • The power and energy of the Holy Spirit • The prayer to the Holy Spirit • The gifts of the Holy Spirit • Christians can use the gifts of the Holy Spirit to help others
CHOICES	The importance of examination of conscience	<ul style="list-style-type: none"> • The meaning of choice and consequence • The importance of making good choices • What helps in making good choices • Consequences of choices • What it means to examine your conscience • How God is always forgiving
SPECIAL PLACES	Special places for Jesus and the Christian community	<ul style="list-style-type: none"> • How places become special • What makes a place special • Special places for you and your family • Why is our heart a special place • Keeping our world a special place • Why do Christians want to keep the world a special place

YEAR 4

PEOPLE	The family of God in Scripture	<ul style="list-style-type: none"> • The importance of families • Family relationships • Respect for those who gave us life.
CALLED	Confirmation a time to renew baptismal promises	<ul style="list-style-type: none"> • Our response to being chosen • What it feels like to be chosen • Why it is difficult to make a response in some situations • Giving up something else when you are chosen. • What help do you need to choose • The work of the Holy Spirit in our lives • The work of the Holy Spirit in the lives of Christians • What it is to live in the light of Christ • The commitment of people who respond to the call of God
GIFT	God's gift of love & friendship in Jesus	<ul style="list-style-type: none"> • What you value most about the gift of friendship • What you offer others in your friendship • Why the gift of love and friendship is important • The joys and demands of friendship • The commitment required by the gift of love and friendship
COMMUNITY	life in the local Christian community: ministries in the parish	<ul style="list-style-type: none"> • The meaning of community • The advantages of being part of a community • What helps to build up community • The demands of being part of a community • Why people give time and service in helping others in their community • The causes of a breakdown of a community • How the parish community celebrates together and supports one another
GIVING & RECEIVING	Living in communion	<ul style="list-style-type: none"> • Your experience of giving and receiving. • The importance of giving and receiving

		<ul style="list-style-type: none"> • The joys and demands of giving and receiving • Why it is important to live in communion • Ways in which we live and grow in communion. • How the Eucharist challenges and enables living and growing in communion
SELF DISCIPLINE	Celebrating growth to new life	<ul style="list-style-type: none"> • The experience of giving up something and be very disciplined for a good reason. • How to be self-disciplined • How self-discipline helps people to grow and make the best use of their potential • Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.
NEW LIFE	To hear & live the Easter message	<ul style="list-style-type: none"> • What you do when life is difficult • The experience of good news bringing life and happiness. • How the power of the Holy Spirit helps Christians today
BUILDING BRIDGES	Admitting wrong, being reconciled with God and one another.	<ul style="list-style-type: none"> • What makes friendships strong • How decisions about friendship are informed by beliefs and values. • How friendships are built • How friendships may be restored when they have been broken • Sin and the importance of examining of your conscience • The greatest commandment, love of God and others • The meaning of contrition and of absolution • Forgiveness of others
GOD'S PEOPLE	Different saints show people what God is like.	<ul style="list-style-type: none"> • What makes a person do extraordinary things • How ordinary people do extraordinary things. • The qualities you admire in others • How true happiness can be found • How you can do extraordinary things

YEAR 5

OURSELVES	Created in the image and likeness of God	<ul style="list-style-type: none"> • Talents and qualities you admire in others • Your own talents and qualities and how you use them • Identify qualities in anyone else • How talents and qualities are developed. • We are made in the likeness of God • What being unique means • God's love for us • How Christians are called to live in peace. • How people are made in God's image and likeness might live
LIFE CHOICES	Marriage, commitment and service	<ul style="list-style-type: none"> • The ingredients of a good friendship • What fidelity means - how it applies to friendship • Responsibilities friends have for one another • Difficulties and joys of friendships • What is important for friendship to thrive • What it feels like to have faithful friend • Jesus' advice about relationship • The importance of fidelity, loyalty and commitment in maintaining a friendship • The importance of commitment and responsibility in relationships. • What it means to be committed • The work of Christian service • The Sacrament of Marriage

		<ul style="list-style-type: none"> The symbols of the promises and the blessing of rings All are called to live in love and service
HOPE	Advent; waiting in joyful hope for Jesus; the promised one	<ul style="list-style-type: none"> Your experience of waiting How people wait in different ways, for different things Why waiting is a mystery How you can best use the time you spend waiting and what might help you What you think about when you are waiting for something exciting How you behave when you are waiting The difference between <i>hope</i> and <i>expect</i> Why people wait with hope The coming of Jesus at the end of time Advent is a time of waiting hopefully
MISSION	Continuing Jesus' mission in diocese. [ecumenism]	<ul style="list-style-type: none"> The demands and joys being dedicated in your mission Discovering your mission What inspires people in their mission The joys and demands of engaging in a mission The reasons why people want to help others. How people carry out Jesus' mission today Jesus' prayer for unity
MEMORIAL SACRIFICE	The Eucharist; the living memorial of Jesus	<ul style="list-style-type: none"> Why memories are important How it is possible to keep important memories alive About sacrifice in daily life
SACRIFICE	Lent a time of giving in order to celebrate the sacrifice of Jesus	<ul style="list-style-type: none"> How you feel when you give How you feel when you refuse to give. The cost of giving. How people decide whether or not to give How those decisions are informed by beliefs and values The costs or rewards of giving can be That Lent is a season of giving to prepare for the Easter
TRANSFORM-ATION	Celebration of the Spirit's transforming power	<ul style="list-style-type: none"> How people can use the energy of their minds for the good of others. How people can use time and physical energy for the well-being of others and why they should. How energy can transform How we can use our energy to transform ourselves How we can use the energy from the earth's resources in a fair and sustainable way. How the power of the Holy Spirit helps Christians today
FREEDOM & RESPONSIBILITY	Commandments enable Christians to be free & responsible	<ul style="list-style-type: none"> What freedom parents have a right to What freedom children have a right to What is responsible and irresponsible behaviour How rules can bring freedom How people know the boundaries that their personal freedom gives them How freedom and responsibility are linked. How people's perception of what their freedom allows may conflict with the expectation of others The importance of the Ten Commandments for Christians today How the Beatitudes show us a positive way of life Jesus teaching on the greatest commandments, love

		of God and others
STEWARDSHIP	The Church is called to stewardship of Creation	<ul style="list-style-type: none"> • What I really care about • Showing concern for what I care for • The meaning of stewardship • Understanding the wonders of God's creation • People are made in the image and likeness of God • Christians can be good stewards. • The Christian's responsibility to take care of, to be a steward of the earth • The importance of ecology

YEAR 6

LOVING	God who never stops loving	<ul style="list-style-type: none"> • What unconditional love means • How love is shown • How you are loved and cared for • What members of your family do for each other • How you show love to others • How people have inspired and influenced you to show unconditional love to others • What it means to be truly loving • How people show unconditional love to others • The beliefs and values which have inspired and influenced you to be loving • The scripture text that demonstrate God's unconditional love for everyone even when times are hard • The challenge these passages present to Christians • The Beatitudes and their meaning for today. • God's unconditional love and what this means • By living in God's way, as Jesus showed us, we can grow in love
VOCATION AND COMMITMENT	The vocation of priesthood and religious life	<ul style="list-style-type: none"> • What it means to be committed • Why people are committed • The implications of lack of commitment • Whom shows commitment • How commitment affects the level of job satisfaction • Responding to the call of Jesus • Our mission in living out our baptismal vows
EXPECTATIONS	Jesus born to show God to the world	<ul style="list-style-type: none"> • The expectations you have of yourself • Having high expectations of others • Trusting and believing in one another • What happens if you let people down or others let you down • Patience is important in expectations • The difference between wishing and expecting • The meaning of Advent
SOURCES	The Bible, the special book for the Church	<ul style="list-style-type: none"> • The kind of books which are the most helpful • Our lives are enriched by books • The wonder of books and how they take a person beyond themselves • The presence of God in the words of Scripture • The care and reverence with which the Word of God is treated
UNITY	Eucharist enables people to live in communion.	<ul style="list-style-type: none"> • Why friendships are important • The most important value in friendship • What helps a friendship to flourish • The kinds of behaviour that break a friendship • Those affected when a friendship is broken

		<ul style="list-style-type: none"> • Mending broken friendships • Becoming one with Christ and one another in Holy Communion • The unity which Holy Communion brings
DEATH & NEW LIFE	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> • The affect of loss in everyday life • The change it brought • What remained the same • What is the best way to cope with loss • How people cope with loss and death • How death brings new life • Lent, a time to remember the suffering and death of Jesus
WITNESSES	The Holy Spirit enables people to become witnesses	<ul style="list-style-type: none"> • When to be a witness • How to be a witness • Why it sometimes needs courage to be a witness • Examples of modern witnesses • The witness of a local charity
HEALING	Sacrament of the Sick	<ul style="list-style-type: none"> • Showing compassion and care for those who are ill • Our attitude towards those people are ill in their minds • Helping, caring and understanding those with a learning disability. • What gives a person comfort when they are very ill • Why people give time and commitment to caring for others • Why we care for the sick • The Sacrament of Anointing brings comfort to those who are sick • The Christian responsibility for caring for these in need
COMMON GOOD	Work of Christians for the good of all	<ul style="list-style-type: none"> • How we build a fair and just world • The difference between fairness and justice, unfairness and injustice • Helping to promote the dignity and common good of one another • Beatitudes; a guide from Jesus about how to live life • The ways we can act justly, love tenderly and walk humbly with God • How Christians can work for the common good • Something about Catholic Social Teaching

Organisation

RSE will be co-ordinated by the RE leader.

Delivery will be:

- Through RE topics as above
- Through planned aspects of science
- Addressed occasionally in assembly time
- Through planned visits from parents and younger and older siblings
- Through pastoral time
- Through story time

Active learning methods which involve pupils' full participation will be used.

In Years 5 and 6 pupils are taught using recommended programmes: '**All that I am**' and '**A Journey in Love**'.

Single sex groups will be used as and when deemed appropriate.

The resources used will be made available for parents to view at an annual parents' meeting. Individual parents can also view resources by contacting the PSHCE leader direct. St Finbar's Catholic Primary School is committed to working towards equal opportunities in all aspects of school life. All resources and teaching methods used will support this commitment.

At present, all members of staff are committed to delivering the Relationships and Sex Education Programme supported by in-service training.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers have been informed that they do not have to answer questions of this nature directly - they can be addressed individually later. The governors support individual teachers in using their discretion and skill in these situations and can refer to the PSHCE leader or child protection co-ordinator if they are concerned.

Confidentiality and Safeguarding

Teachers and other members of staff cannot promise complete confidentiality.

Disclosures by pupils and young people to members of staff that indicate that they are being abused or are at some risk of abuse will be referred by those members of staff to the person responsible for safeguarding in the school. The school will always follow local authority procedures when dealing with safeguarding and child protection issues.