Our Lady of Grace Catholic Infant Relationship and Health Education School Curriculum

Introduction

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

Pedagogical Principles

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education. Therefore, it will be:

Progressive & Developmental

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

Differentiated

Schools must ensure that RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

Cross-curricular

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Integrated

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

Co-ordinated

None of these educational goals are possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

Balanced

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

The structure of this model curriculum.

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- **Created and loved by God** (this explores the individual)
  The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others** (this explores an individual's relationships with others)
  God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- **Created to live in community – local, national & global** (this explores the individual's relationships with the wider world)
  Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

Theme 1: Created and Loved by God

EYFS & KS1

Education in virtue	**In a Catholic school, pupils are growing to be:** 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God Patient when they do not always get what they want
Religious understanding of the human person: loving	**Pupils should be taught:** 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God About the sacrament of Baptism

EYFS & KS1

Me, my body and my health	**Pupils should be taught:** **Me** 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities **My body** 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys **My Health** 1.1.3.5. How to maintain personal hygiene What constitutes a healthy life-style, including physical activity, dental health and healthy eating
Emotional well-being and attitudes	**Pupils should be taught:** **Emotional well-being** 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings **Attitudes** 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour That choices have consequences

EYFS & KS1

Life cycles and fertility	**Pupils should be taught:** **Life cycles** 1.1.5.1. That there are life stages from birth to death

Theme 2: Created to love others

EYFS & KS1

Education in virtue	**In a Catholic school, pupils are growing to be:** 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, "please" and "thank you" Honest, able to tell the difference between truth and lies
Religious understanding of human relationships:	**Pupils should be taught:** 1.2.2.1. We are part of God's family 1.2.2.2. All families are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others That we should love other people in the same way Jesus loves us

Personal Relationships	**Pupils should be taught:** 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond Different types of teasing and bullying which are wrong and unacceptable

Keeping safe and people who can help me	**Pupils should be taught:** **Keeping safe** 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation 1.2.4.5. Importance of seeking and giving permission in relationships. **People who can help me** 1.2.4.6. Who to go to if they are worried or need help That there are a number of different people and organisations they can go to for help in different situations

Theme 3: Created to live in community (local, national and global)

EYFS & KS1

Education in virtue	**In a Catholic school, pupils are growing to be:** 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally Active in their commitment to bring about change
Religious understanding of the importance of human	**Pupils should be taught:** 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in community Jesus' teaching on who is my neighbour
Living in the wider world	**Pupils should be taught:** 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behaviour has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands