



Relationship, Sex and Health Education Parent Information Booklet

Relationship, Sex and Health Education

At St Basil's we teach Relationship, Sex and Health Education (RHSE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God that underpins all education within a Catholic School.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in Communion, united in loving relationship and embracing all people and creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity.

Our approach to RHSE is therefore rooted in the Catholic Church's moral teaching, and while emphasising the importance of marriage, it values, includes and respects equally the diversity of all individuals and family life.

Following the guidance of the Bishops of England and Wales, RSHE at St Basil's is embedded within the PSHE/RSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils.

As recommended by Liverpool Catholic Archdiocese, the school uses the resource 'Journey In Love 2020', through which we believe that we can best promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life. This complements and builds upon our Personal Development Curriculum (PHSE Association). Both Journey In Love and the PHSE Association resources have been reviewed to ensure that there is consistency between both resources while maintaining the Catholic Church's teaching moral teaching, within the context of healthy relationships.

The other aspects of the Statutory curriculum intent are met through the Religious Education, Personal Development, Science and wider curriculum. These can be found within the appendices of RHSE policy.



Foundation Stage

The Wonder of being special and unique

Children explore the wonder of being special and unique.

Social and Emotional (Autumn)

Children recognise the joy of being a special person in their family.

Why are you special to your family?

How do you know you are special?

What do you love and enjoy about belonging to your family?

Who would you go to if you felt worried or needed help?

How does God show love to you and your family?

Spiritual (Spring)

Children celebrate the joy of being a special person in God's family.

How do we celebrate with each other?

What can we remember about happy celebrations in our families?

Which church celebrations do we enjoy?

What celebrations do we enjoy and look forward to?
How can we celebrate being a special part of God's family?

Physical (Summer)

Children recognise that they are all different and unique.

Look at me - How am I different from you?

Look at you - How are you different from me?

What is it that makes us all different?

Why has God made us all different and special to Him?

How can we be friendly to others; make and keep friends, showing care and being generous when we are together?



Year One

We meet God's love in our family

Children focus on families and specially growing up in a loving, secure and stable home.

Social and Emotional (Autumn)

Children recognise signs that they are loved in their family.

How is love shown in your family?

Why are the words 'please', 'thank you' and 'sorry' important to create a happy family?

How does saying 'please' show care and consideration for members of your family?

How does saying 'thank you' show love for each other?

How does saying 'sorry' show respect, build bridges, keep us safe and help us to build a happy family and mend broken friendships?

Why is teasing and bullying wrong and unacceptable within families and friendships?

Why should we always tell the truth?

Spiritual (Spring)

Children celebrate ways that God loves and cares for us.

What ways have we grown in love and security in our families?

How have we shown love to our families this year?

How do we know that we are loved and cared for by God?

In the story of the Lost Sheep how does God show he loves and cares for each and all of us, in our families and school community?

How shall we thank God for his unconditional love?

Physical (Summer)

Children recognise how they are cared for and kept safe in their family.

Who is in my family?

How do families show love and care for one another?

What are some characteristics of a happy family?

How do we act with adults that are not in our family or those we do not know?

In what ways are we made in the image and likeness of God?

How does your family help you to keep healthy?



Year Two

We meet God's love in our community

Children describe how we are growing and developing in diverse communities that are God-given.

Social and Emotional (Autumn)

Children recognise the joy and friendship of belonging to a diverse community.

- How would you describe a community?
- What are the joys of belonging to a community?
- How do different individuals enrich our communities?
- How do we learn from each other and show an understanding of the different roles and responsibilities people have in their communities?
- What do you bring to the communities you belong to?

Spiritual (Spring)

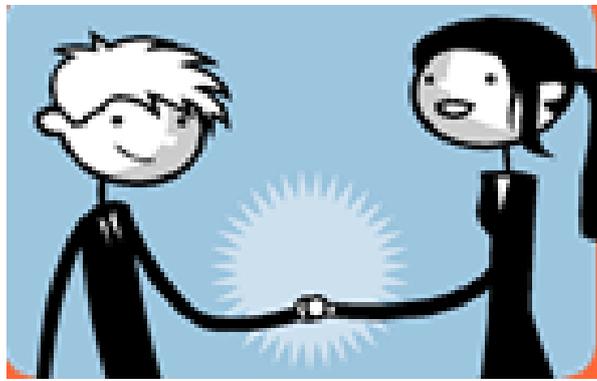
Children celebrate ways of meeting God in our communities

- How does the school motto or mission statement celebrate this community?
- How do we, as a community, reach out to others in their time of need?
- How and where do we meet God in the community?
- How do we show respect, love and care for all God has created and strive to keep each other safe?

Physical (Summer)

Children describe ways of being safe in communities

- What makes us feel safe in our families, in our friendships and in our wider communities?
- In what ways might you feel unsafe, and when is it not right to keep a secret?
- Who would you go to if you were worried or felt unsafe?
- What would you do if you were worried about another person whom you considered being unsafe?
- Do you know how to ask for help and the appropriate people you can talk to?
- How can we use the internet and digital devices safely at home? In school? And with our friends? Is all the information that we see online true? Who can we talk to, to check if what we are seeing is true?
- What are the things that are harming our world and how can we try to stop them?



Year Three

How we live in love

Children describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe

Social and Emotional (Autumn)

Children describe and give reasons how friendships make us feel happy and safe

How do friendships make us feel happy and secure?
Who could you turn to if you didn't feel safe in a friendship?
What is the difference between a relative, a friend and an acquaintance?
How would you respond to an adult you do not know who makes you feel uncomfortable or unsafe?
What are the qualities, characteristics of a true friend?
Sometimes people behave differently online, even our friends.
How can we make sure these friendships are positive and safe?
How can friendships change?

Spiritual (Spring)

Children celebrate the joy and happiness of living in friendship with God and others

How does the gift of the Sacrament of Reconciliation help restore friendship with God and others?
How can these words inspire, help and guide us to improve our friendships?
What bible stories teach us about the beauty of forgiveness?
What does the phrase: "To err is human, to forgive is divine" mean to you?
St Francis de Sales said: "A quarrel between friends when made up, adds a new tie to friendship." How would you explain this quotation to your friends and others.

Physical (Summer)

Children describe and give reasons why friendships can break down, how they can be repaired and strengthened.

What things trigger disagreements between friends and within friendships groups?
How do these make people feel?
What might be the best way to resolve conflict in friendships?
Healthy friendships make people feel included; how should we react if we or others feel lonely or excluded?
What strategies could we use to ensure they are included?
Why is violence never the answer?



Year Four

God loves us in our differences

Children make links and connections to show that we are all different

Children celebrate these differences as we appreciate that God's love accepts us as we are now and as we change

Social and Emotional (Autumn)

Children describe how we all should be accepted and respected

Is there more to courtesy and manners than saying 'please' and 'thank you'?

In what way is being polite and courteous helping to make a better world to live in?

How would you ensure that you have a part to play in keeping yourself and others in your family and community safe?

How do authority figures help communities and societies work together better?

How should we include everyone and celebrate each others' differences in school, home and in the communities?

Spiritual (Spring)

Children celebrate the uniqueness and innate beauty of each of us

What makes you unique?

What are your special qualities, gifts, and talents?

What attributes do others recognise in you?

Why are being honest, truthful, and having integrity positive attributes?

How can your gifts be used for the Common Good?

What is it that we can do for each other to support each other's mental health and wellbeing, recognising the importance of expressing feelings?

Physical (Summer)

Children describe how we should treat others making links with the diverse modern society we live in

How do we respect others, even when they are different from ourselves: physically, ethnically, culturally or in religious beliefs?

How might these differences change over time as we grow?

In what ways can we expect to be treated with respect by others and in turn show them the same respect?

How can we challenge the stereotypes that encourage bullying of all kinds?

How could daring a friend to do something you would not like to do challenge the Golden Rule 'treat others as you would like them to treat you'?

Is it the right thing to pressurise someone into doing something they would not be comfortable doing?

How can we recognise the innate dignity of every person and ask God to help us to see it?



Year Five

God loves us in our changing and developing.

Children show knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty- sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives.

Social and Emotional (Autumn)

Children show knowledge and understanding of emotional relationship changes as we grow and develop.

List any behavioural changes you recognise as you are growing and developing.

Do you think these changes have affected any friendships, and how?

Are these determined by how others treat you?

Are there ways you are becoming more sensitive to your emotional development and that of others?

If a friend was struggling with their self-confidence and self-esteem, what would you advise them to do?

Where would you go and/or who would you go to for advice or to report concerns for yourself or on behalf of a friend because you are worried about being unsafe, feeling uncomfortable or concerned for your own or their mental health and wellbeing? How can this translate to keeping safe on-line?

Spiritual (Spring)

Children celebrate the joy of growing physically and spiritually.

What does it mean to grow holistically, e.g. physically, socially, emotionally, intellectually and spiritually?

Are there ways and means we can ensure each aspect happens healthily?

What difficulties might you face as your body changes and grows?

God's love surrounds you always and His Holy Spirit guides and protects you. How will this help you to be respectful of your own body and help you to be courageous in the face of changes?

Physical (Summer)

Children show knowledge and understanding of the physical changes in puberty.

How do we recognise the emotional, internal and external changes that happen during puberty?

Why do you think we might need to change our hygiene routines during the time of puberty; why is it important to keep clean and maintain a good personal hygiene?

How do we know what physical contact is appropriate, inappropriate or unsafe? Can this be extended to other forms of contact and what might these be?

As we grow and change, how do we recognise the God of love who journeys with us?



Year Six

The wonder of God's love in creating new life

Children develop a secure understanding of what stable, caring relationships are and the different kinds there may be.

Social and Emotional (Autumn)

Children develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.

What does it mean to be patient, kind and never jealous?

What does it mean not to be boastful, conceited, and to never seek advantage?

What does it mean to not take offence, store up grievances or rejoice at wrongdoing?

Explain what it means that love finds its joy in the truth, is always ready to make allowances, endure whatever comes and never comes to an end?

Spiritual (Spring)

Children show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.

What are the characteristics of positive respectful relationships?

When building relationships on-line, how can we recognise risks, such as inappropriate images, language and behaviour, and to who and how we would report these?

What sorts of boundaries are appropriate in friendships with peers and others, including in a digital context? If boundaries have been crossed; such as inappropriate unsafe contact, how would we report this and where could we get advice?

How can we ensure that we are contributing to the wellbeing of others and are taking steps to avoid seeing negatives; how would this impact on building positive relationships?

How can we discover the presence of God in family and friends?

Physical (Summer)

Children explain how human life is conceived.

What are the key building blocks of a loving relationship?

How does conception take place?

For further information about the Relationship, Health and Sex Education and Personal Development curriculum at St Basil's Catholic Primary School please visit the RSHE page of our school website:

www.stbasilsprimary.halton.sch.uk