Prayer

Father,

Thank you for your great love for us. You sent your only Son to live with us and show us how to love.

As we explore teaching about relationships to the young people in our school, help us to keep them and Christ at the centre of our minds.

May The Holy Spirit bring us wisdom and peace in guiding our conversations.

We commend to you our words and actions.

Amen

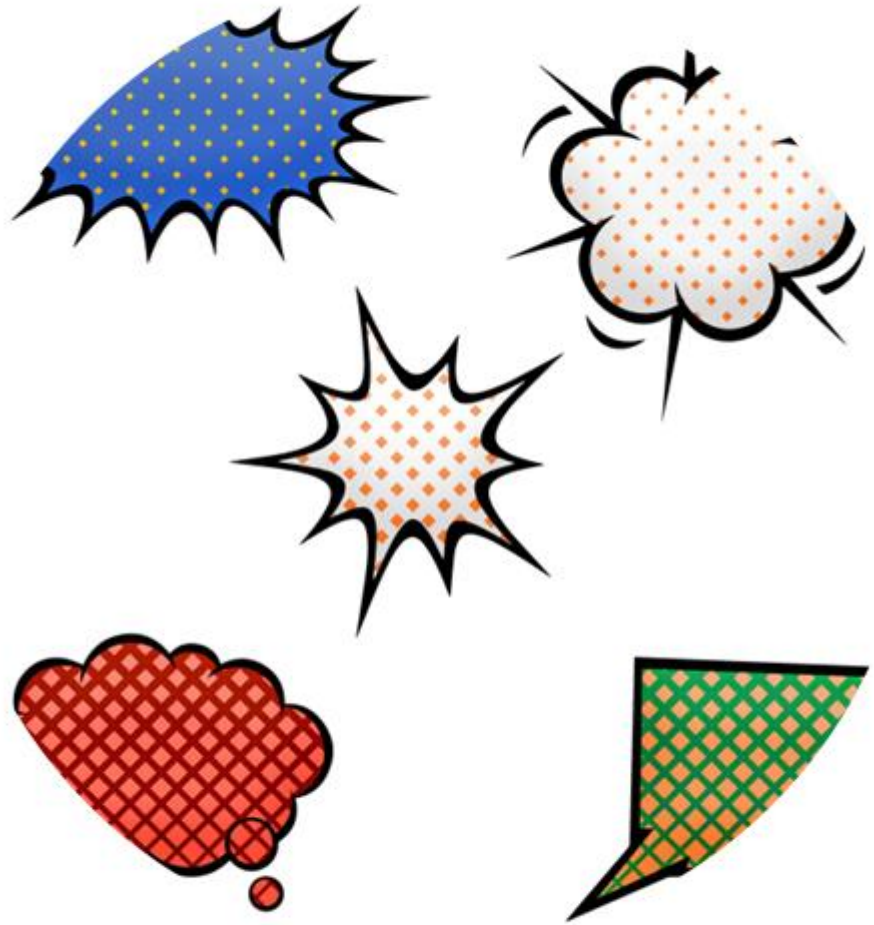


Objectives:

- To explore why RSE is important.
- To share the statutory requirements of RSE.
- To share the Curriculum and supporting documents from the Catholic Education Service.
- To give and overview of the policy consultation process.

What was your experience of RSE?





What do you want
for your children?

What do
your children need?

Why is RSE important?

- Majority of parents support RSE.
- Some parents say that RSE was the responsibility of parents, and that they welcome the right they have (enshrined in current law) to withdraw their child from Sex education lessons
- Most of the young people disagreed, stressing that their parents have not in fact taught them!
- Many parents/carers don't discuss RSE as much as they wish to!

Why is RSE important?

- Research show that effective, honest, well-delivered sex and relationship education:
  - Delays a young person's first experience of sex
  - Means they have fewer sexual partners
  - Reduces the chance of teenage pregnancy.
  - Abstinence only sex education programmes are not proved effective in these areas.

(Unesco – international technical guidance on sexuality education)

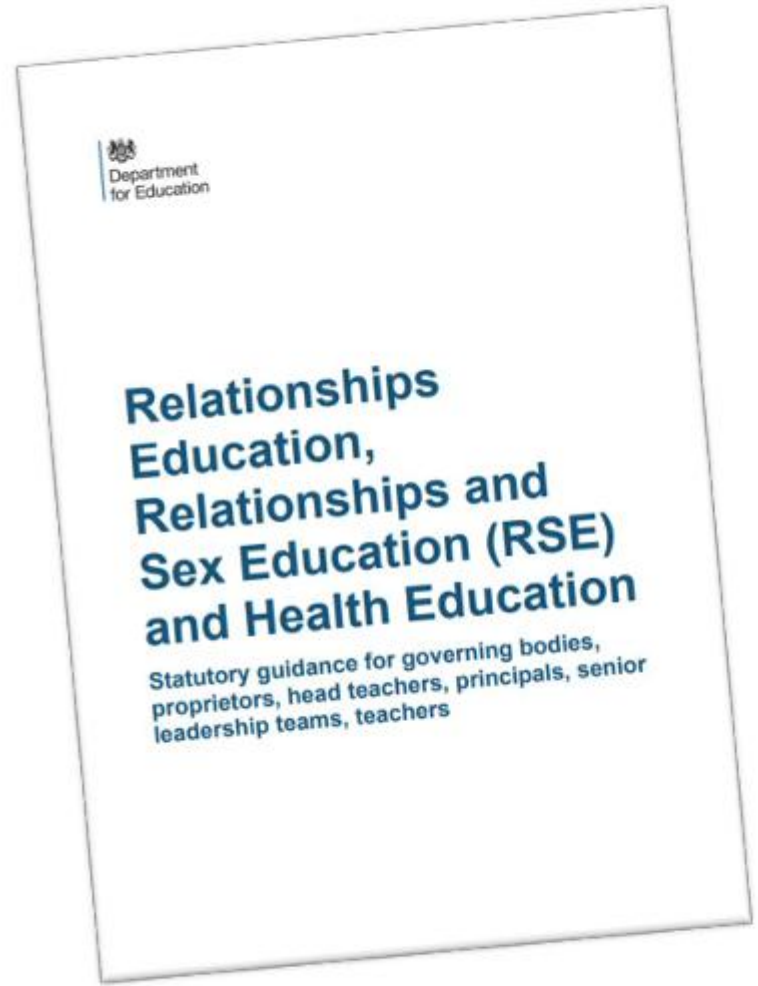
The world in which they live

- Social media
- Celebrity culture & Media influences
- Unrealistic body images –TV, advertising, online
- AI and deep fakes
- Access to pornography
- Online safety & behaviour, sexting, vulnerability to grooming
- Impact above all on children and young people's attitudes, behaviour and values

What we can offer through RSE:

- Understanding their value and the values of others.
- Instilling confidence and self-esteem.
- Reliable, correct information in a safe learning environment
- Knowing how to keep safe and how to get help.
- Helping with peer pressure.
- Learning how to make sensible and informed decisions in a changing cultural climate.
- Understanding the positive impact of loving God, self, neighbour and our common home.

Statutory RSE



Primary Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them.

In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further details by searching **'relationships, sex and health education'** on GOV.UK.

Primary Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

You can find further details by searching **'relationships, sex and health education'** on GOV.UK.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

(The science curriculum in all primary schools also includes content on human development, including reproduction, which there is no right to withdraw from.)

Model Curricula

- A model RSE Curriculum for Primary
- A model RSE Curriculum for Secondary

3 themes

- Created and loved by God
- Created to love others
- Created to live in community

Created and loved by God

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.

- Education in virtue
- Religious understanding of the human person: loving myself.
- Me, my body and my health
- Emotional wellbeing and attitudes
- Life cycles and fertility

Created to love others

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality

- Education in virtue
- Religious understanding of human relationships: Loving others
- Personal Relationships
- Keeping Safe and People Who Can Help Me

Created to live in community

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.

- Education in virtue
- Religious understanding of the importance human communities
- Living in the wider world

Education in Virtue

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 teach habits which are learned from experiencing but also should emerge as a consequence of it**. Virtues are, 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

Who is responsible for the teaching of RSE?

- Parents
- Governors
- Headteacher
- Teachers and other staff
- Visitors and external speakers
- Parish and diocese



Who is responsible for the teaching of RSE?

Parents and carers

"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"[1]

Parents are the first educators of their children. It is their right and responsibility to inform and educate their children in matters relating to human growth and development, particularly sexual development. Therefore, schools should always seek to work in partnership with parents and carers and the teaching offered by schools should complement and not replace their primary role. The Church has a special duty and right to educate as part of its mission, and a Catholic school is the principal means by which it assists parents in their duties.

This principle that parents are the first educators of children is sometimes used as a reason for not including sexual education in school curriculums, or for excluding the elements which deal with puberty and sexual behaviour. However, the principle is a general educational principle – not one that is specific to sexual education[2]. Given that the education process is one of partnership between parents and educators this area too must be taught in school if the parents have sought this partnership in education by electing to send their child to a Catholic school. A Catholic school can no more avoid its responsibilities in this regard than can good Christian parents. The Church's emphasis that parents are the first teachers of their children, includes the recognition that parents will need and welcome help to teach their children about love, relationships and sexuality.[3]

Partnership with parents

- Primary educators of children
- Unique knowledge of your children
- Ability to have regular conversations
- Impart our shared values.
- Teach alongside the school.
- RSE most effective when reinforced at home and elsewhere.

- Some parents find it difficult or lack confidence.
- Some homes are unable to provide this.
- Some children prefer these conversations outside the home

DfE- Parents rights

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content.

Schools are required to ensure their teaching reflects the age and religious background of their pupils.



DfE - Right to withdraw your child- Primary

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Parent Consultation



We are consulting on our RSE policy.

The school welcomes and will take account of and listen to your views. Decisions will also be based on the needs of pupils, the views of staff and governors as well as compliance with legal requirements as set out in the DfE guidance and the Equalities Act 2010.

Ultimate decisions about the curriculum and policy will be up to the school.

Closing Prayer

Heavenly Father,

As we come to the end of our time together we thank you for what has been accomplished here.

May the matters discussed serve as a catalyst to move us forward and cause us to advance and see growth in all areas of our lives.

May we leave here recognising that you are the God of all wisdom and you are willing to lead us forward.

This we pray in the name of Jesus the Lord,

Amen

