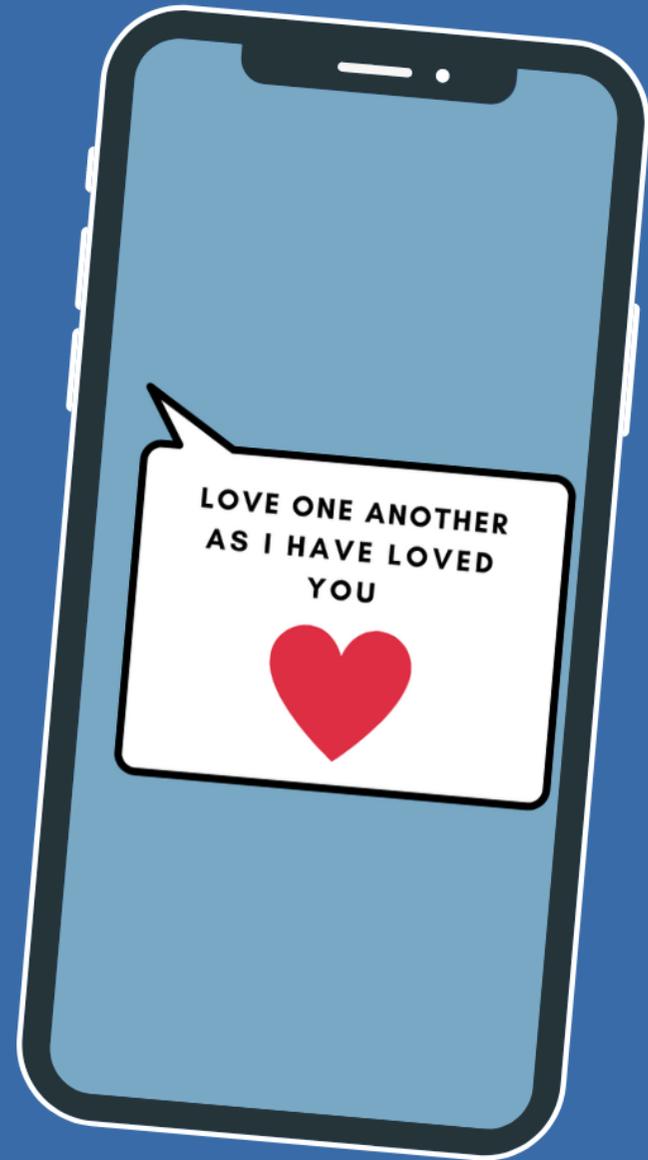

SEX & RELATIONSHIPS EDUCATION



Ysgol Uwchradd Gatholig
St. Richard Gwyn
Catholic High School



PARENTS BOOKLET

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

We are involved in relationships and sexuality education 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 underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

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 all 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. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

The education in relationships and sexuality education is not an isolated incident in the school's curriculum. The development of a Christ-centred and positive attitude to our minds and bodies, and those of others, is experienced and witnessed to at many levels. The entire process of education is a holy act and everything that goes on within it speaks of God's presence and all that is good in human living.

Our aims are to...

- ◆ Inspire awe and wonder in creation and reverence for family life as a means of coming to know and experience God's love and to appreciate the dignity of each human being, gaining respect for themselves and others
- ◆ Enable the students to understand and value their feelings and emotions and so come to respect their sexuality as an integral part of their person which can enable them to grow to the fullness of their potential.
- ◆ Enable young people to view objectively the information presented to them from a variety of sources, enabling them to make informed moral and ethical decisions with confidence.
- ◆ Support young people in developing positive attitudes and values that influence the way they behave.
- ◆ Help students build successful relationships and appreciate the importance of stable and loving personal relationships. Help them to develop their communication skills in personal relationships, understanding the need for consent.
- ◆ Stress the value of 'family life' and the need for children to develop in a stable environment where they are cherished. In particular, sex and relationships education is placed in the wider context of family life, emphasising the responsibilities of all relationships and in particular of a sexual relationship due to its uniqueness.
- ◆ Help children to understand that they have rights and they should have control over who touches their body. They should know what to do if they feel concerned about inappropriate behaviour towards them.
- ◆ Aid understanding of and communication about changes which occur in puberty, enabling children to accept variation in size and growth rates. Provide reassurance that bodily changes, physical, emotional and social, are normal and acceptable, and to give help in adjusting to these changes.

- ◆ Value equal opportunities for all.
- ◆ Understand the physical and emotional aspects of sex, sexuality and sexual health and well-being and develop the skills needed to make responsible and well-informed decisions about sexual health and well-being
- ◆ Understand that there is diversity within sexual orientation.
- ◆ Understand the consequences and risks of sexual activity and recognise the benefits of delaying sexual activity.
- ◆ Understand the laws relating to sexual behaviour know how to get appropriate advice on sexual health and well-being.
- ◆ Through good teaching, to provide learning experiences which ensure the facts and information are conveyed and understood as appropriate for the age and level of understanding.

Common Questions

1. Can I withdraw my child from RSE?

There is a statutory right for parents who request it to withdraw their children from sex education provision. Parents wishing for their child to be withdrawn must contact the Governing Body (i.e. in the first instance, the Head teacher) giving their reasons in writing. However, we believe that RSE is taught well at St. Richard Gwyn, using high quality resources and well trained staff. It is delivered sensitively and in line with Catholic teachings. Staff at the school will be more than happy to work with parents to ensure that their child can access this important aspect of education.

2. Can I view the material in advance?

Parents are more than welcome to access the material in advance and should contact Mrs Kate Roberts (AHT) who will make any necessary arrangements.

3. Is there someone who can answer any queries or with whom I can discuss concerns?

Parents who have any concerns regarding the school's provision or who would like to discuss any queries are welcome to make an appointment to meet Mrs Kate Roberts or Mrs Sally Jones

Personal and social education framework for 7 to 19-year-olds in Wales

Health and emotional well-being

As children and young people develop sexually they need to understand bodily changes, manage sexual feelings and enjoy safe, healthy and happy personal relationships. Learners can also be enabled to explore their feelings, develop self-awareness.

Sex and relationships education should be placed within a clear framework of values and an awareness of the law on sexual behaviour. Features such as family life in all its different forms, including marriage, sexual behaviours, parenthood and sensitive issues such as abortion need to be presented in a balanced way and ethical issues discussed objectively.

However, it is equally important to equip learners to take responsibility for their behaviour in their personal relationships and how to recognise inappropriate behaviour.

Learners should also know where and how to access personal information and support.

Curriculum Map

Education for sex and relationships is taught across the school, mainly in the areas of RE, Science and PSE underpinned by the spiritual and liturgical life of the school.
A brief outline of what is covered in PSE is shown below;

Learning Programme

| | | |
|---|--|---------------|
| UNIT 1 | SUBJECT PSE | YEAR 7 |
| TITLE All about me | | |
| LEARNING OBJECTIVES Pupils will: Develop an appreciation that we are children of God and because of this fact we have immense value. Learn about what will be covered in RSE over the coming years. Encourage pupils to think about themselves and what makes them special. Understand how we change when we start to go through puberty. | | |
| WEEK | DESCRIPTION OF WORK TO BE COVERED | |
| 1/1 | Introduce RSE and what it will cover. Look at different personality and physical aspects that makes us unique. Pupils will write about themselves and celebrate what makes them individual. | |
| 1/2 | Pupils to look at how children's bodies change as they go through puberty. They will study key terminology that they should be aware of and how puberty affects boys and girls differently. | |
| 1/3 | Pupils will look at personal hygiene and how this becomes more important through puberty due to the changes taking place with the body. | |
| 1/4 | Pupils will now look at how emotions and feelings will change as a result of puberty. What video from BBC bitesize about 2 different scenarios for pupils. | |
| 1/5 | Continue to study emotions and feelings' effects on children. Pupils will look at how to manage their emotions and to monitor how they can change when going through puberty. Pupils to look at different coping mechanisms to help them with different and changing emotions. | |
| 1/6 | Review and evaluation. | |
| ASSESSMENT ARRANGEMENTS Students will gain an effort and achievement grade in line with the school policy. | | |
| NOTE: EXTENDED LEARNING: | | |

Learning Programme

| UNIT 1 | SUBJECT PSE | YEAR 8 |
|--|--|--------|
| TITLE Self Esteem | | |
| LEARNING OBJECTIVES Pupils will: <ul style="list-style-type: none"> ○ Develop an appreciation that we are children of God and because of this fact we have immense value. ○ Understand the nature and importance of self-esteem. ○ They will consider what affects their self-esteem. ○ Explore the qualities they value in a friendship and well as identifying the desirable qualities that they hold. ○ Will explore and evaluate different strategies for managing emotions. ○ Begin to examine the media and how it affects self-esteem. They will focus in particularly on body image and air brushing. ○ Pupils will understand what makes a healthy relationship. ○ They will develop strategies to deal with difficult relationships. ○ Gain knowledge and understanding of the human reproductive system. | | |
| WEEK | DESCRIPTION OF WORK TO BE COVERED | |
| 1/1 | Pupils will explore what it means to be children of God. They will look at what makes them unique and valuable. Pupils will be introduced to the idea of self-esteem; both what it means and what affects our self-esteem. | |
| 1/2 | <ol style="list-style-type: none"> 1. To understand the importance of communication in a relationship. 2. To understand the difference between assertive, aggressive and passive behaviour and how our behaviour can affect a relationship. Pupils will consider a number of scenarios and evaluate different responses to them. | |
| 1/3 | Pupils will identify different types of media. In groups they will share ideas about the perfect person. Pupils will be made aware of air brushing and issues such as size 0 models. They will have the opportunity to develop an understanding that beauty is in the eye of the beholder and that what is betrayed in the media is often not reality. | |
| 1/4 | Pupils will reflect on what qualities they look for in friendships. They will also investigate a number of scenarios looking at challenges in friendship and how we can deal with these challenges effectively. | |
| 1/5 | Pupils will discuss and identify different relationships and will share ideas on what it means to be in a romantic relationship. Pupils will consider the meaning and nature of love. This discussion work will culminate in a love story being written. | |
| 1/6 | To know and understand the human reproductive system. Pupils will label the male and female reproductive system and will discuss how conception takes place. This will be an opportunity to correct any misconceptions. Pupils will complete the end of unit evaluation and take part in an overall question and answer session. | |
| ASSESSMENT ARRANGEMENTS Students will gain an effort and achievement grade in line with the school policy. | | |
| NOTE: EXTENDED LEARNING: | | |

Learning Programme

| UNIT 1 | SUBJECT RSE | YEAR 9 |
|---|---|--------|
| TITLE Created to live in our society and the wider world: Living responsibly | | |
| <p>LEARNING OBJECTIVES</p> <p>Pupils will:</p> <ul style="list-style-type: none"> ○ Develop an appreciation that we are children of God and because of this fact we have immense value. ○ Consider that fact that they are created and loved by God, created to love others and created to live in our society and wider world. ○ Know the laws on sex and sexual activity. ○ Understand and evaluate different expectations placed upon them when it comes to issues of personal relationships. ○ Understand what contraception is and why couples might use it. ○ Understand Catholic teachings on the purpose and nature of sex. ○ Understand Catholic teachings on contraception. ○ Know and understand symptoms of STIs, treatments and how people can remain sexually healthy. | | |
| WEEK | DESCRIPTION OF WORK TO BE COVERED | |
| 1/1 | Pupils will be welcomed to RSE. They will develop an understanding of why RSE is important. They will be introduced to the question box and be invited to write questions for the box. They will discuss and set ground rules for the sessions and spend time considering what makes them unique, special and sacred. | |
| 1/2 | Pupils will explore the current laws on sex and sexual activity. Pupils will also explore Catholic teachings on the purpose and nature of sex. They will consider different expectations placed on them by different groups of people/authority. | |
| 1/3 | Pupils will explore issues of contraception. They will learn about what it means to live responsibly, why might a couple consider contraception, Catholic teachings on contraception. They will be made aware of where couples could get advice about contraception. | |
| 1/4 | Pupils will explore different methods of contraception. They will explore the rhythm method and watch a NHS information video on the different types available. Pupils will discuss the pros and cons of contraception. | |
| 1/5 | Pupils will investigate what STI's are. They will identify different signs and symptoms of STI's and develop an understanding of the treatment process. They will consider the importance of sexual health and current advice on screening. | |
| 1/6 | Recapping STI's and completing a 'STI party' game to help pupils understand how STIs can spread. They will consider the importance of celibacy in preventing STIs. Teachers will go through the question box with pupils. Pupils will complete the evaluation. | |
| <p>ASSESSMENT ARRANGEMENTS</p> <p>Students will gain an effort and achievement grade in line with the school policy.</p> | | |
| <p>NOTE:</p> <p>EXTENDED LEARNING:</p> | | |

Learning Programme

| UNIT 1 | SUBJECT RSE | YEAR 10 |
|---|--|---------|
| TITLE Respecting others and myself | | |
| LEARNING OBJECTIVES Pupils will: <ul style="list-style-type: none"> ○ Develop an appreciation that we are children of God and because of this fact we have immense value. ○ Understand the nature and importance of self-esteem. ○ To understand how we can be assertive in difficult situations and consider the importance of respect. ○ To understand the risks linked between alcohol and sex. ○ To understand the benefits and the importance of saving sex. ○ To explore the Catholic Church's view on sex outside of marriage. | | |
| WEEK | DESCRIPTION OF WORK TO BE COVERED | |
| 1/1 | Pupils will explore sexting and its implications and dangers. They will explore a scenario and offer advice of how to deal with this peer pressure. They will explore where to go for help. | |
| 1/2 | 3. To understand the difference between assertive, aggressive and passive behaviour and how our behaviour can affect a relationship. Pupils will consider a number of scenarios and evaluate different responses to them. | |
| 1/3 | To consider the importance and benefits of saving sex. Pupils will take part in group discussions. They will consider when a couple are ready to have sex. They will watch Pam Stenzel and discuss the content of the clips. Pupils will be reminded of the Catholic Church's stance on sex before marriage. | |
| 1/4 | | |
| 1/5 | | |
| 1/6 | Evaluations | |
| ASSESSMENT ARRANGEMENTS Students will gain an effort and achievement grade in line with the school policy. | | |
| NOTE: EXTENDED LEARNING: | | |

Learning Programme

| UNIT 1 | SUBJECT PSE | YEAR 11 |
|---|--|---------|
| TITLE | | |
| LEARNING OBJECTIVES Pupils will: <ul style="list-style-type: none"> ○ Develop an appreciation that we are children of God and because of this fact we have immense value. ○ Understand the benefits of saving sex for marriage and the dangers/risks of not. ○ Develop an awareness of sexting – What it is, the dangers, the law. ○ Know what consent is and how we can protect ourselves and others. ○ Explore the features of a healthy/ unhealthy relationship. ○ Know what domestic abuse is. ○ Know your rights and what the law does to protect people. | | |
| WEEK | DESCRIPTION OF WORK TO BE COVERED | |
| 1/1 | Students will explore the importance and benefits of marriage and lifelong commitments. They will explore Catholic beliefs on the sanctity of marriage. | |
| 1/2 | Students will discuss the dangers of sexting. They will discuss the dangers of social media. They will be reminded of the law and will look at their digital footprint. (DCF) | |
| 1/3 | Students will explore issues surrounding consent. They will discuss different scenarios and ways in which they can keep themselves and others safe. | |
| 1/4 | Students will be exploring what a healthy relationship looks like and the signs that a relationship is not healthy. | |
| 1/5 | Students will explore the law; how it protects those in abusive relationships. They will explore where people can seek advice, help, guidance and evaluate whether the law does enough to protect. | |
| 1/6 | Evaluations | |
| ASSESSMENT ARRANGEMENTS Students will gain an effort and achievement grade in line with the school policy. | | |
| NOTE: EXTENDED LEARNING: | | |