

ST JOHN LLOYD RC PRIMARY SCHOOL

RELATIONSHIPS & SEXUALITY EDUCATION

CURRICULUM 2022

PARENTS MEETING



Catholic schools, like all other schools in Wales, are now required to produce a written curriculum policy following the guidance issued by the Welsh Government and the Catholic Education Service (CES) (available on our school website)

However, unlike a Local Authority run school, Catholic schools are required to deliver a RSHE curriculum that is in accordance with the fundamental teachings of the Catholic Church. Therefore, the RSHE curriculum at SJJ will differ from the curriculum taught at Welsh Local authority run primary schools.

RHSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life



Humans are created in the image and likeness of God. Therefore, any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic teaching of what it is to be truly human in Christ.

Parents are the primary educators. The school supports and facilitates our pupils learning. Without RSE education, many pupils are left vulnerable to receiving incorrect and harmful information through second hand resources, such as the internet and social media.

However, unlike a Local Authority run school, Catholic schools are required to deliver a RSHE curriculum that is in accordance with the fundamental teachings of the Catholic Church. Therefore, the RSHE curriculum at SJL will differ from the curriculum taught at Welsh Local authority run primary schools.



To support the teaching of RSHE at St John Lloyd RC Primary School we will be using **Life to the Full** and **Fertile Heart** which are programs based on the structure of 'A model Catholic RSHE Curriculum' approved by the Catholic Education Service.

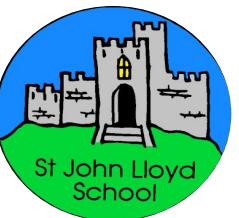
This Curriculum has been highlighted as a work of good practice and is much more than a series of lessons, it is an entire platform of creative resources that will engage, inform and inspire our children with dignity for each and every pupil.

It will inform pupils to make healthy choices that will benefit them throughout their lives



The RSE Curriculum @ SJL

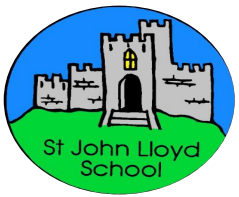
- *What is the Welsh Government RSE Code?**
- *What do we teach?**
- *When?**
- *Why?**



The Welsh Government (WG) RSE Code 2022

The mandatory Relationships and Sexuality Education (RSE) act requires that the RSE schools provide must be developmentally appropriate for learners. This means schools and settings must take account of a range of factors including the learner's age; knowledge and maturity; any additional learning needs and anticipating their physiological and emotional development. RSE must be developmentally appropriate for each learner, meaning that learners' needs of similar ages may differ.

The following **THREE** strands have been developed by WG to help plan for the teaching of RSE in schools from 3-16 years;



1. Relationships and Identity	<i>*the range of relationships that human beings have throughout their lives</i> <i>*how identity can be shaped by our relationships</i> <i>*the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society.</i>
2. Sexual Health & Well-being	<i>*learning about how living things grow, reproduce and have a life cycle</i> <i>*developing an understanding of the human body, including people's feelings about their bodies and how these can be represented the health issues related to relationships and sexuality</i>
3. Empowerment, safety & respect	<i>*learners' rights to safety and protection and freedom from harm and discrimination</i> <i>*how and where to seek information, help and support</i> <i>* how to support and advocate for the rights, fair treatment and respect of all</i>



At St John Lloyd RC Primary we have linked the Welsh Government RSE code statements for coverage to what is taught using **TEN TEN (T/T)** and **FERTILE HEART (FH)** by phases and then suggested year groups to plan for teaching & coverage. We only cover **Phases 1 & 2** of the WG RSE code. **Phase 3 will be covered in Secondary School.**

The next slide is an example of what is covered in Relationships and Identity strand in Phase 1 (3-7yrs) and Phase (7-11yrs)



Phase 1- 3- 7yrs

Welsh
Government
Code

Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.

St John Lloyd RSHE curriculum

*Rec: *God created us in his own image-*

We are all Gods family

**God is your best friend -how can we treat our best friend/ family? (F/H)*

Nur & Rec: Growing Up (T/T)

Year 1: Gods love guides all our growth-

Encouraging and supporting others (F/H)

**Forgiving Father(F/H)*

Y1 & 2: Who is my neighbour? (T/T)

*Year 2: *Help God by serving each other*

**Last supper*

Y3: Story Sessions: Jesus, My Friend (T/T)

Phase 2 - 7-11 yrs.

Welsh
Government
Code

Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.

St John Lloyd RSHE curriculum

*Year 3: *Trusting in God will help us – Story of Lazarus (F/H)*

**Jesus is the light of the world- He helps us face the right way to be open to receive love -story of Blind man (F/H)*

Year 3: A Community of Love

What is Church? (T/T)

Year 4: What makes me happy?

**God is Happy let's be like God*

**Sacraments are part of God's love.(F/H)*

Year 3 & 4: Personal relationships

Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong (T/T)

Year 5: Understand how to be a rational person not and individual

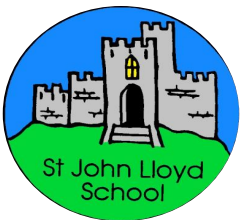
**Being tolerant and treat others with dignity*

**That God exists*

(F/H)

Year 6: Showing tolerance to others (F/H)

The next slide is an example of what is covered in Sexual Health & Wellbeing strand in Phase 1 (3-7yrs) and Phase 2 (7-11yrs)



Phase 1- 3- 7yrs		Phase 2 - 7-11 yrs.	
<p><u>Welsh Government Code</u></p> <p>The use of accurate terminology for all body parts. An awareness of the human life cycle and that reproduction is a part of life.</p> <p>Awareness of how human bodies change as they grow.</p> <p>An awareness of the importance of personal self-care and hygiene.</p>	<p><u>St John Lloyd RSHE curriculum</u></p> <p><i>When developmentally appropriate learners will know;</i></p> <p><i>*Awareness of how human bodies change as they grow (i.e. get taller, shoe size etc)</i></p> <p><i>*An awareness of the importance of personal self-care and hygiene.</i></p>	<p><u>Welsh Government Code</u></p> <p>Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.</p> <p>Recognising the process of pregnancy and birth.</p>	<p><u>St John Lloyd RSHE curriculum</u></p> <p><i>Year 3 & 4: That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual before birth, childhood, adolescence, adulthood, old age (T/T)</i></p> <p><i>Year 5 & 6 -About the unique growth and development of humans, and the changes they will experience during puberty (T/T)</i></p> <p><i>Year 5 &6- That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual</i></p> <p><i>Y6 Life Cycles- How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception(T/T)</i></p> <p><i>Year 6: To understand that all creation reflects the relationship of the Holy Trinity (Father, Son & Spirit)</i></p> <p><i>When developmentally appropriate learners will know;</i></p> <p><i>*That bodies change as they grow</i></p> <p><i>*The scientific names for genitalia</i></p>

Mrs Lewis & Miss Chapman will now share an example of the lessons taught in Phase 1 & Phase 2



An example of a lesson taken from STRAND 2
Sexual Health & Well-being

Early Years (3-5yrs) Learning Objective :A recognition that everyone's body is unique and special to them.

Life to the Full - Me, My Body, My Health - EYFS - Module 1 - Unit 2

Session 2: Heads, Shoulders, Knees and Toes



Freddy Teddy and Mollie the Cat Take A Walk



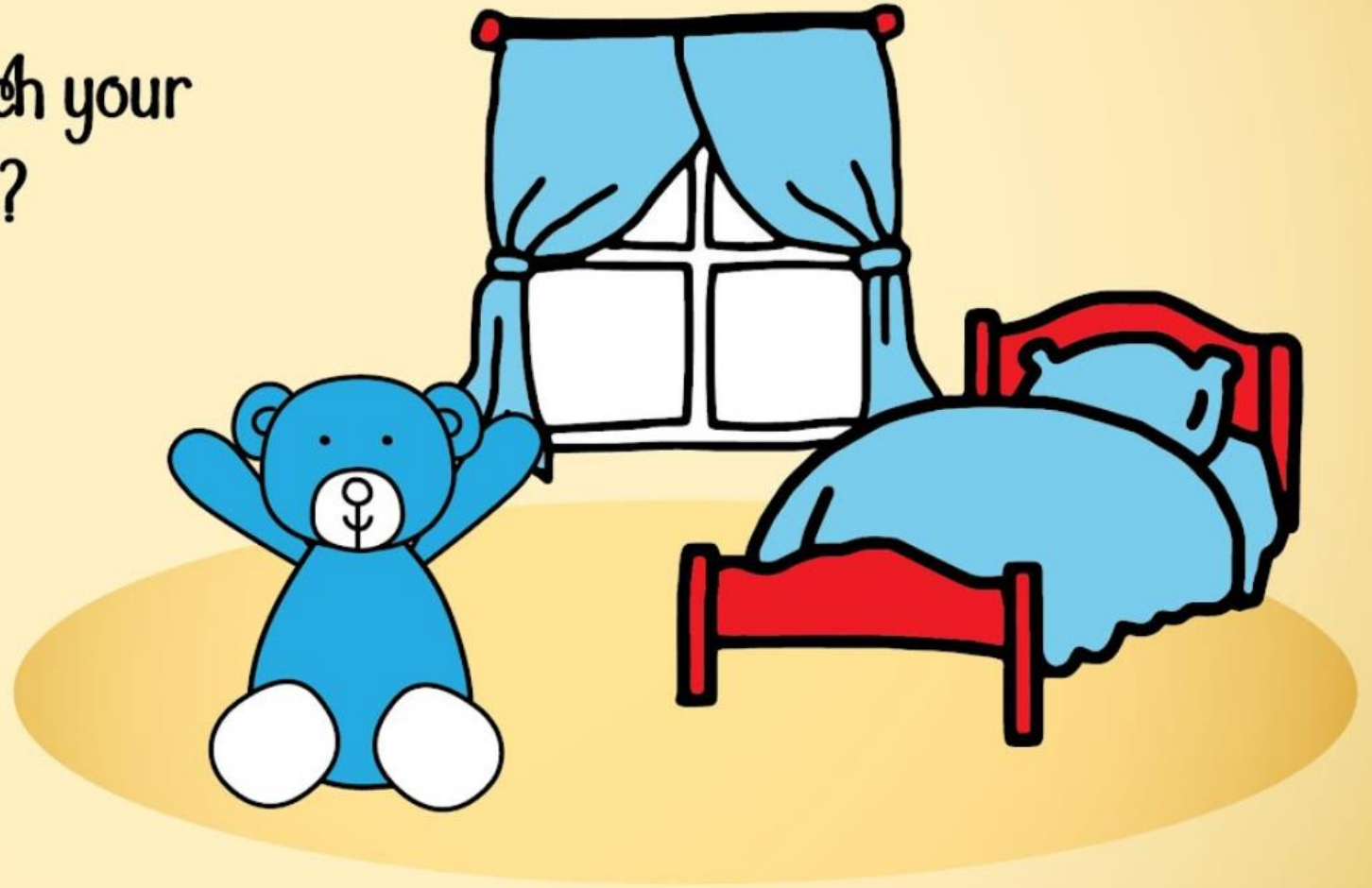
It was early on Saturday morning and Freddy Teddy was asleep in bed –
when there came a tap tap tap on the window.



Freddy Teddy sat up in bed, yawned and stretched his arms high up above his head.

Can YOU sit up, yawn and stretch your arms up high above your head?

There was that noise at the window again! Freddy looked out.

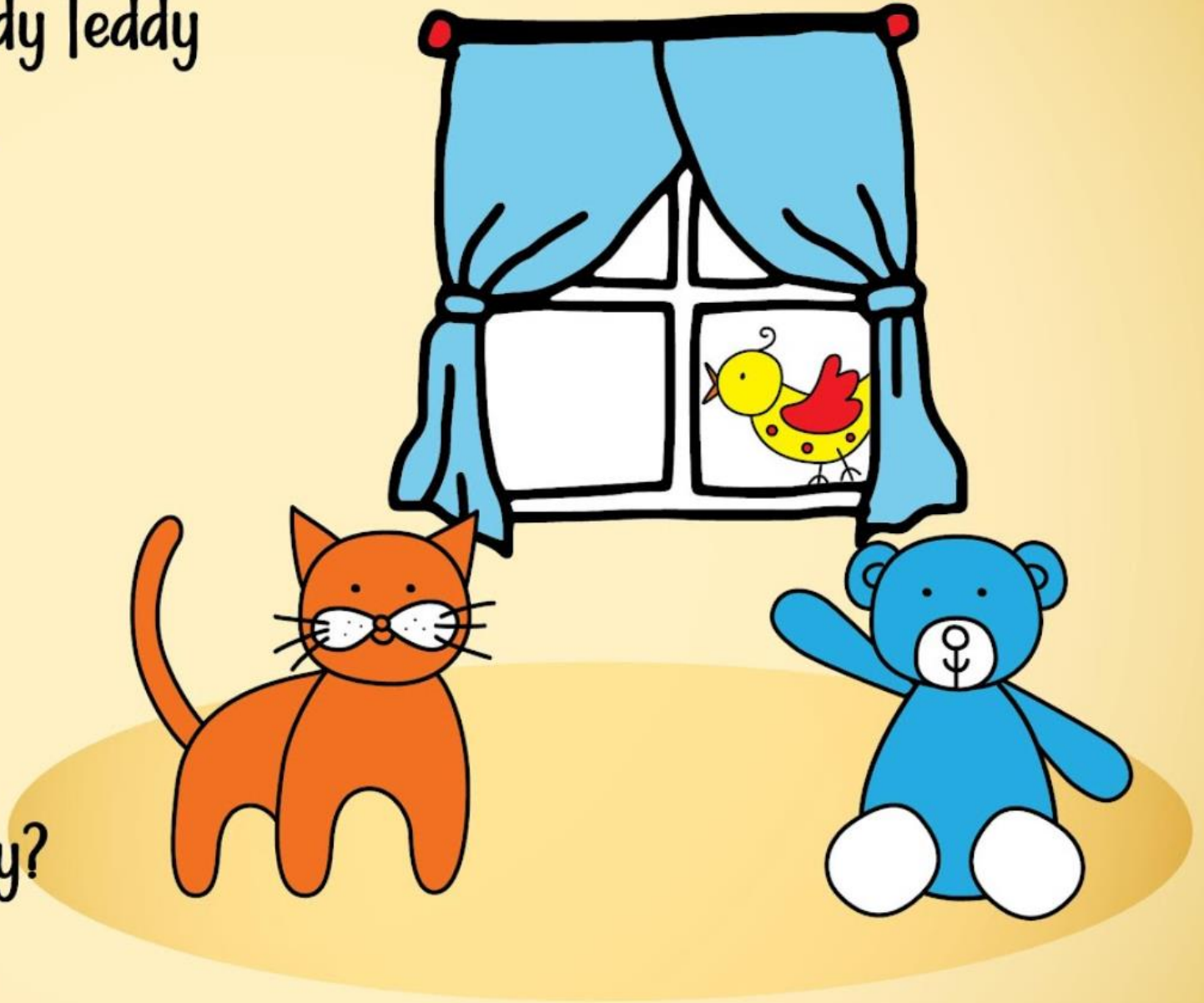


WOW! Outside the window Freddy Teddy could see a beuuuuutiful bird.

At that moment, Mollie the Cat walked into the room.

"Look!" said Freddy Teddy, pointing out the window.

Can YOU point like Freddy Teddy?



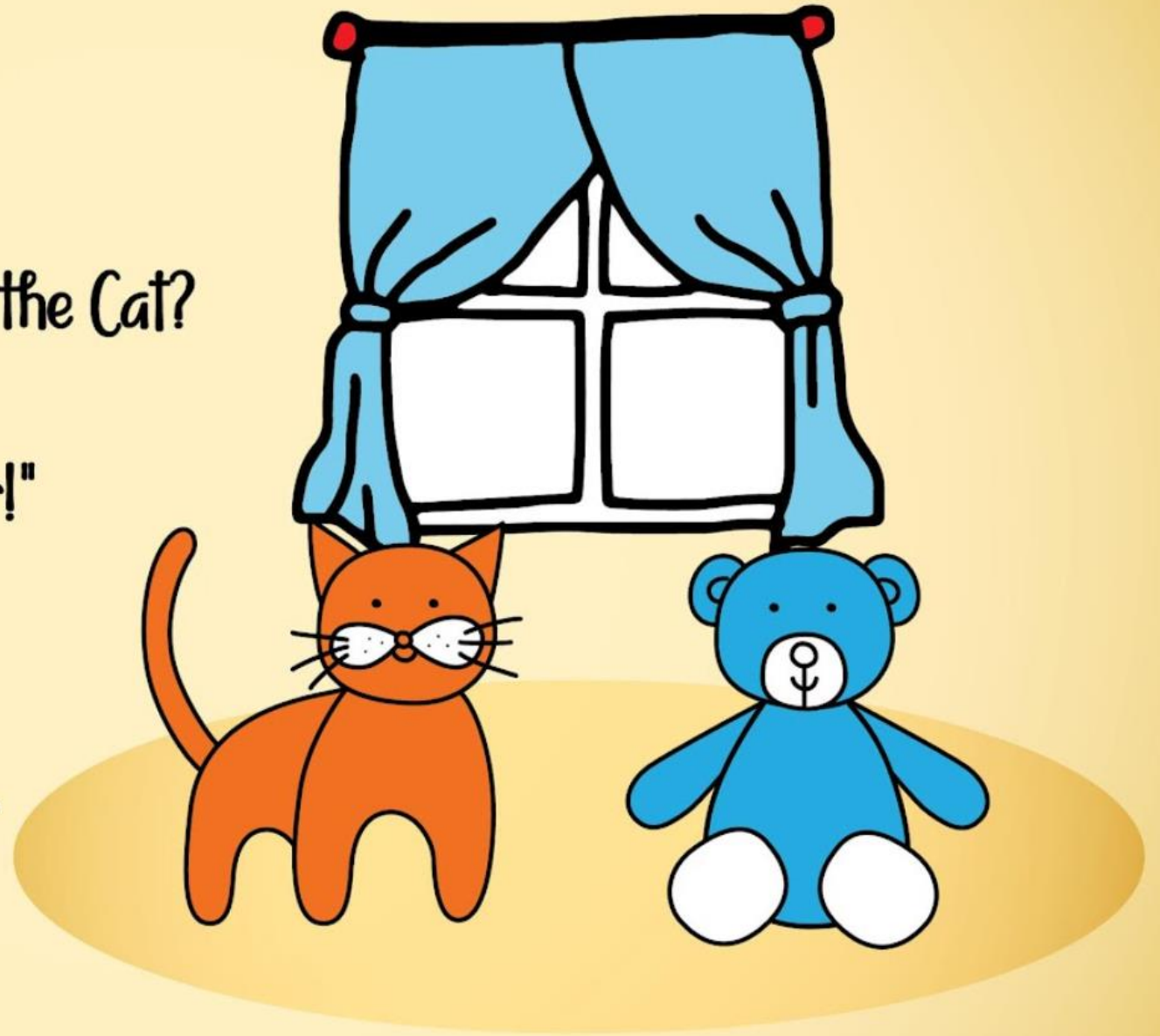
But – oh dear!
The bird had gone!

Mollie the Cat jumped up to the window ledge and looked out.

Can YOU pretend to jump like Mollie the Cat?

"It's waiting for us by the front door!" said Mollie, "It wants us to follow it!"

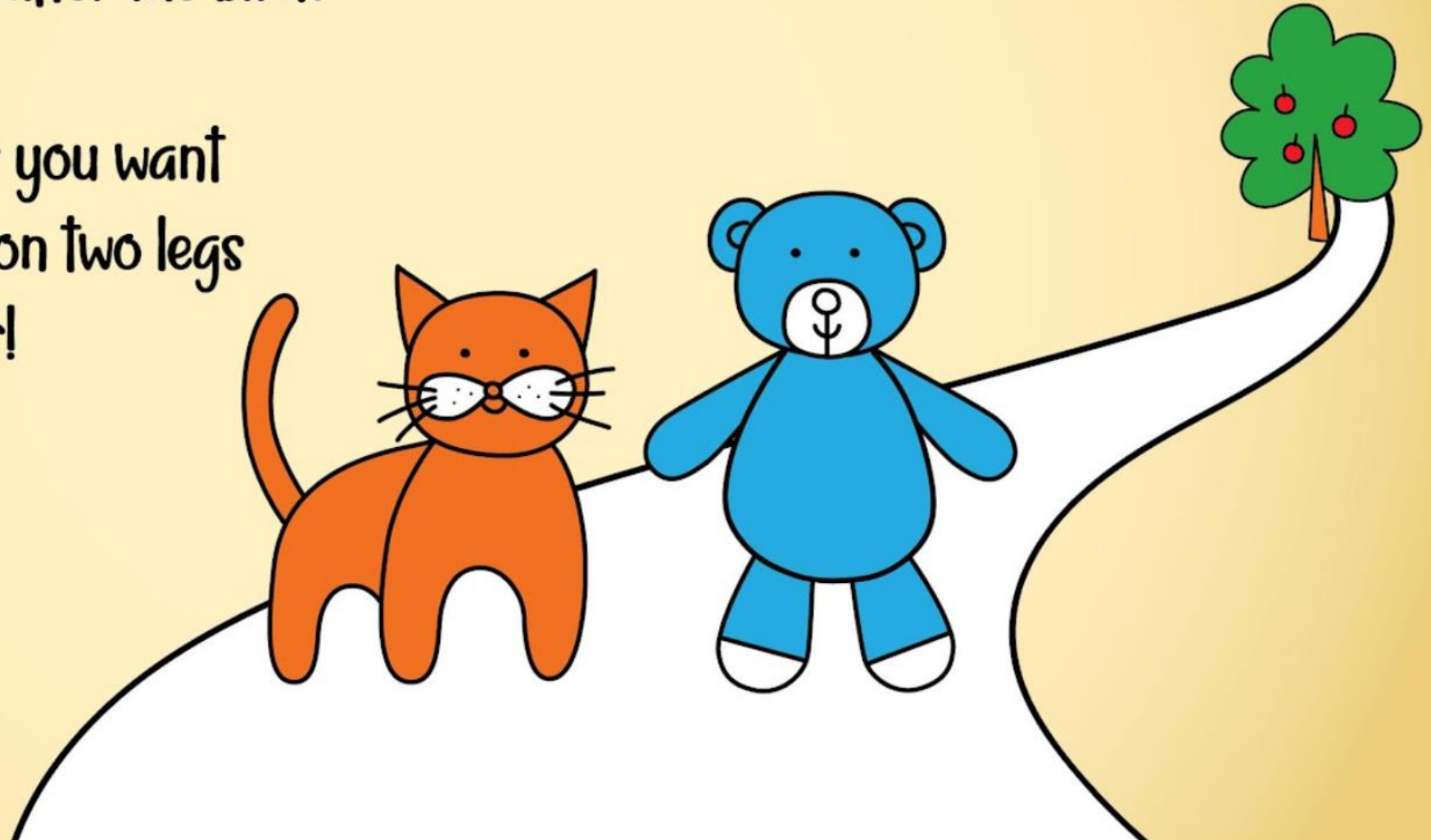
"Come on then," said Freddy Teddy, "It's time for an adventure."



Mollie the Cat and Freddy Teddy ran down the path after the bird.

Can YOU pretend to run after the bird?

You can choose whether you want
to be like Freddy Teddy on two legs
or Mollie the Cat on four!



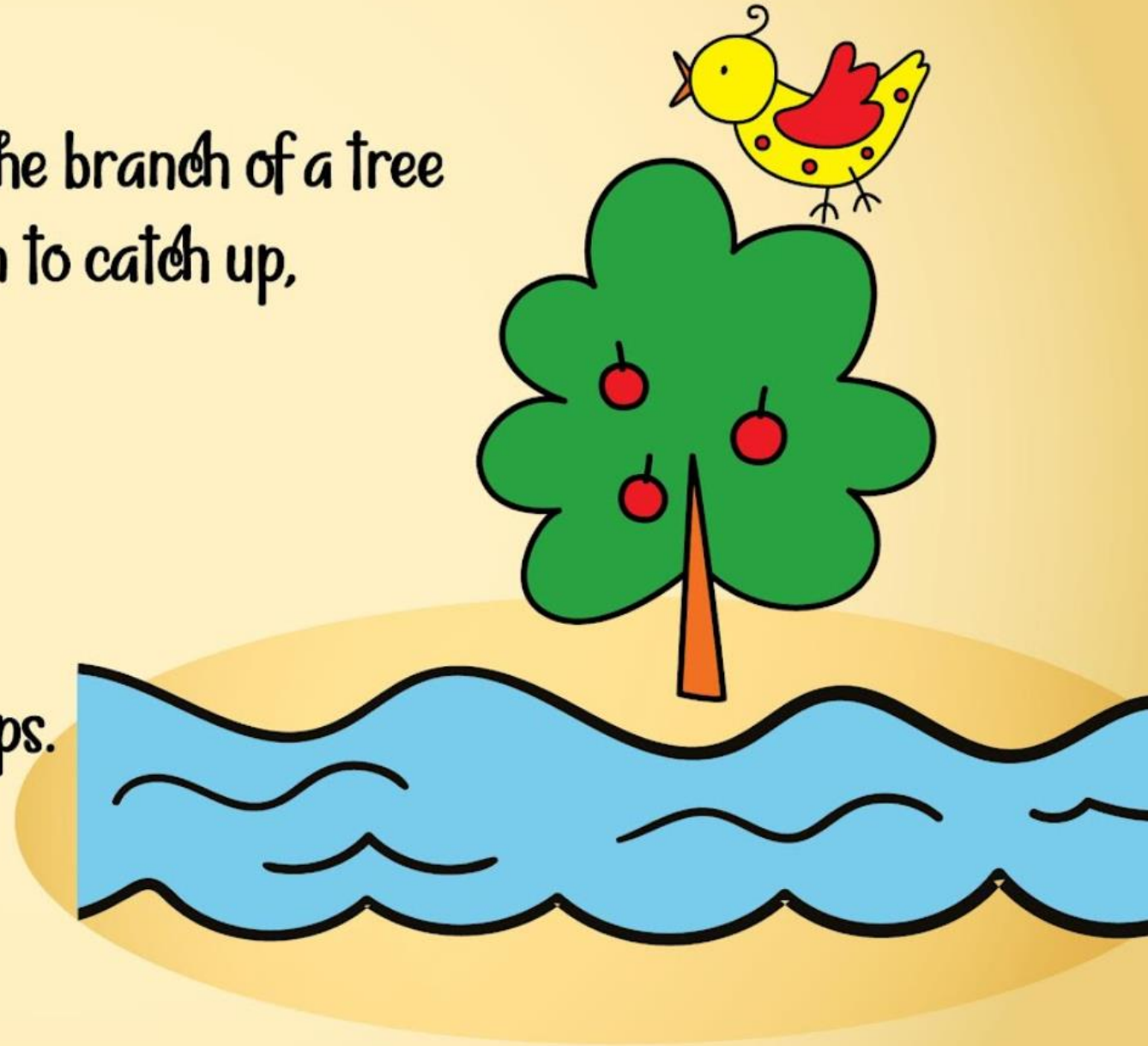
Then they came to a stream.

They saw the beautiful bird perched on the branch of a tree on the other side. It was waiting for them to catch up, and hopping from one leg to the other!

Can YOU hop from one leg to the other?

Try one hop on each leg. Now try two hops.

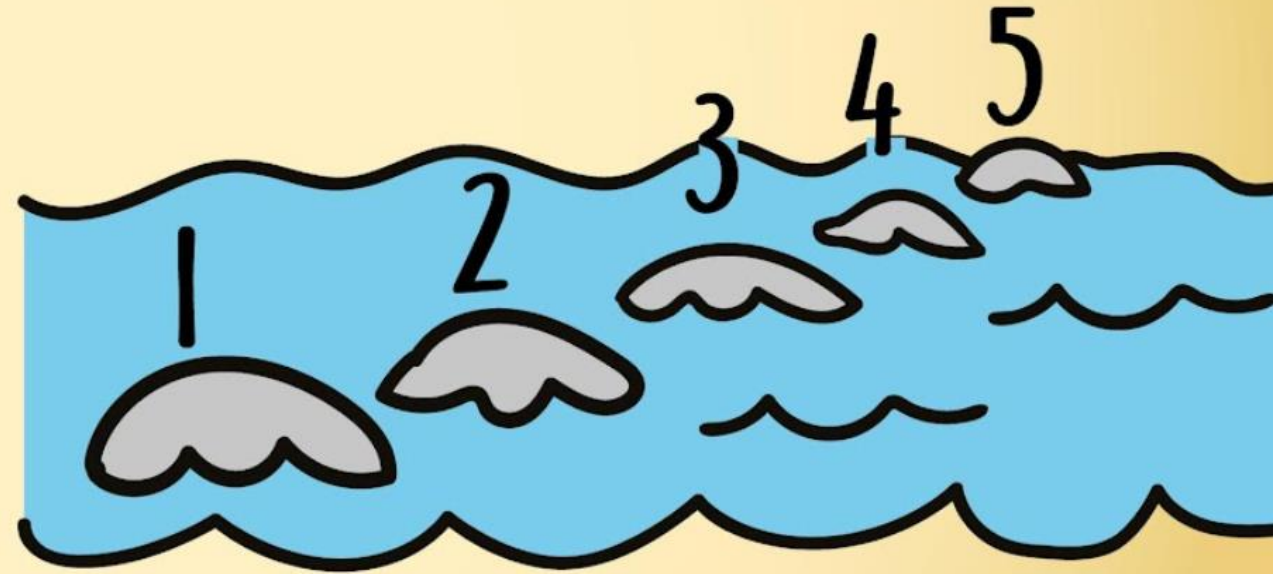
Can you do three hops on each leg?



"How are we going to get across the stream?" said Mollie the Cat, who really didn't like getting her feet wet.

"Using those stepping stones!" said Freddy Teddy, as he pointed at 5 big flat stones that went across the stream. "You go first!"

So Mollie the Cat jumped from stone to stone, being very careful not to get her feet wet! She jumped five times, – will YOU jump like Mollie the Cat? Ready?



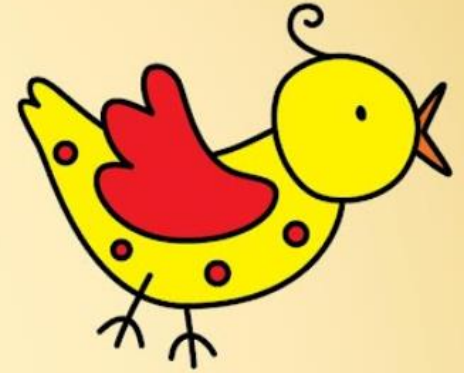
...and she was back on dry land.

But Freddy Teddy didn't mind the water. In fact, he loved it!
He splashed and stamped in the water.

Can YOU pretend to splash and stamp like Freddy Teddy?

Then the beautiful bird flapped its wings
and disappeared into the trees.

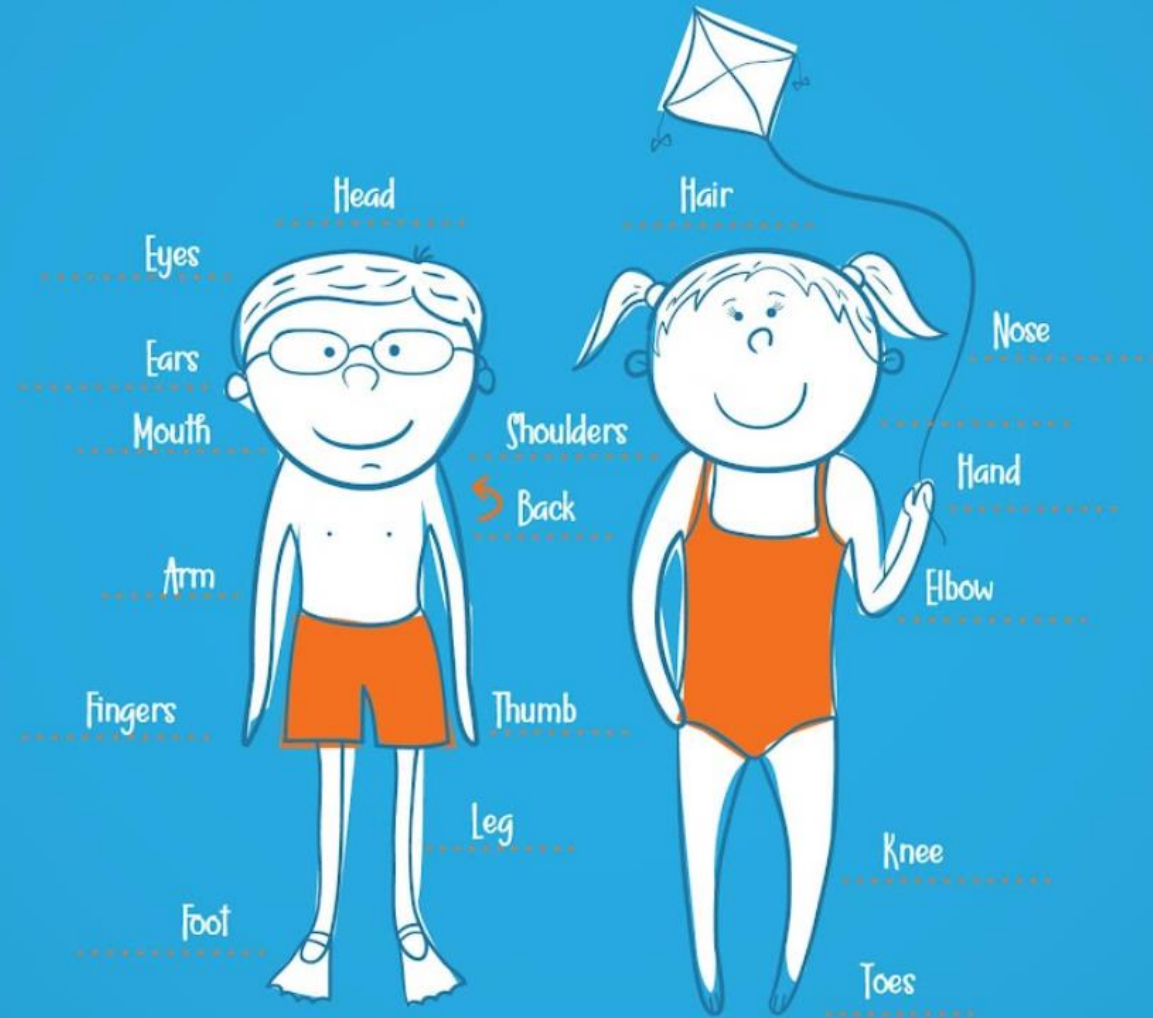
"Come on," said Mollie the Cat.



Heads, Shoulders, Knees AND Toes



What is it called?



Dear God,
You created everybody,
And you gave me my body!

So help me to remember while
I run and jump and smile,

That my body is amazing
And I'll be forever praising -

Because you gave me my body,
And you created everybody!

Amen



An example of a lesson taken from WG STRAND 1 Relationships and Identity

Y3 (8yrs) Learning Objective: How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships

The image is a composite of three distinct scenes. The top-left scene shows a woman with long dark hair, wearing a light-colored jacket, sitting and reading a book to a young child. The child is wearing a pink hat with a butterfly pattern and a pink jacket. The background is a soft-focus autumn forest with orange and yellow leaves. The bottom-left scene shows a close-up of two pairs of hands clasped together, one pair appearing to be an adult's and the other a child's. The background is a soft-focus green field. The right side of the image features a silhouette of a person kneeling in prayer, with their hands reaching up towards a large, simple wooden cross. The background for this scene is a dramatic sunset or sunrise sky with orange and blue hues. A green rectangular box with the text '3d' is located in the top center. A blue rectangular box with the title 'A Fertile Heart' is in the center, and a pink rectangular box with the subtitle 'Marriage, God, man and woman' is directly below it.

3d

A Fertile Heart

Marriage, God, man and woman

A Fertile Heart

Marriage, God, man and woman

Learning Objective

To learn what the Wedding at Cana teaches us about relationship: with God, between man and woman, and with others.



A Fertile Heart

Marriage, God, man and woman

On the third day, there was a wedding in Cana in Galilee.
Jesus' mother was there. Jesus and his followers were also invited.
When all the wine had gone, Jesus' mother said to him, "They have no more wine."
Jesus answered, "Woman, what do you want from me? My hour has not yet come."
His mother said to the servants, "Do whatever he tells you to do."
In that place there were six stone water jars.
The Jews used jars like these in their washing ceremony.
Each jar held about 20 or 30 gallons.
Jesus said to the servants, "Fill the jars with water." So they filled the jars to the top.
Then he said to them, "Now take some out and give it to the wedding host."

A Fertile Heart

Marriage, God, man and woman

So the servants took the water to the wedding host.
When he tasted it, the water had become wine.
He did not know where the wine came from.
Only the servants who brought the water knew.
The wedding host called the bridegroom and said to him,
“People always serve the best wine first.
Later, after the guests have had plenty to drink, they serve the cheaper wine.
But you have saved the best wine till now.”
So Jesus’ first miracle was in Cana of Galilee.
There he showed his glory, and his followers believed in him.

John 2:1-11

A Fertile Heart

Marriage, God, man and woman

■ Step 3

Marriage: man and woman

The fact that Jesus did show his power for the first time at a wedding says something about how special God thinks marriage is.

There are lots of different relationships and our family groups can look different; God loves us all and values all true love.

But from the start, God has taught us that marriage is a central part of his plan for us to grow in love and truth.



A romantic silhouette of a man and a woman embracing under a large tree at sunset. The scene is bathed in the warm, golden light of the setting sun, creating a soft and intimate atmosphere. The man and woman are positioned in the lower center of the frame, their forms dark against the bright sky. The tree's branches spread out across the upper left and center, framing the couple. The background is a gradient of orange and yellow, with some wispy clouds visible.

A Fertile Heart

Marriage, God, man and woman

God created **man and woman** in his own image.

This means every **male** is made in the image of God.

And every **female** is made in the image of God.

But, in a special way,
man and woman in marriage reflect God - a communion of love.

A Fertile Heart

Marriage, God, man and woman

Jesus and Mary show the **equality** and **complementarity** between man and woman.

They enrich each other.

We will think about complementarity,
and what it means, later on,
- but at its heart is a love from two persons
that enriches both of them
and deepens the unity between them.



A Fertile Heart

Marriage, God, man and woman

In all our relationships we need to be:

- polite
- caring
- strong enough to stand up to pressure
- trustworthy
- and most of all... patient.

Only then do we get to understand
what the other person is really saying
or why they are doing something.

Learning to love is a lifetime's journey.
But we've taken a lot of steps on it today!



Activity

What might you say to someone
to show you are:

- polite
- caring
- strong enough to stand up to pressure
- trustworthy
- patient?

Now write a speech bubble for each quality.

A Fertile Heart

Marriage, God, man and woman



Key Point

All our relationships grow as we learn to listen, trust and share.

These are especially important in marriage.

Summary

- Trusting that God loves me completely helps me be obedient, which helps me grow.
- Man and woman are equal. In marriage they are complementary - their differences enrich each other.
- All relationship needs us to be patient, caring, loyal, polite, and confident that we are loved.

An example of a lesson taken from WG STRAND 2
Sexual Health & Well-being

Y6 (11yrs) Recognising the process of pregnancy
and birth.



Life to the Full - Life Cycles - Upper Key Stage Two - Module 1 - Unit 4

Session 1: Making Babies (Part 1)

This session explores how a baby grows in the womb, building on and developing the teaching at Lower Key Stage Two. In this episode of 'Paradise Street', Finn learns that his Mum is going to have a baby. He discusses it with his friends, who don't know much about where babies come from. Finn learns from his Mum about the miraculous process of human life and how it is conceived and developed in the womb. Finn also has his worries alleviated about being 'replaced' or not loved so much when the new baby comes along.

Paradise Street – Episode 9

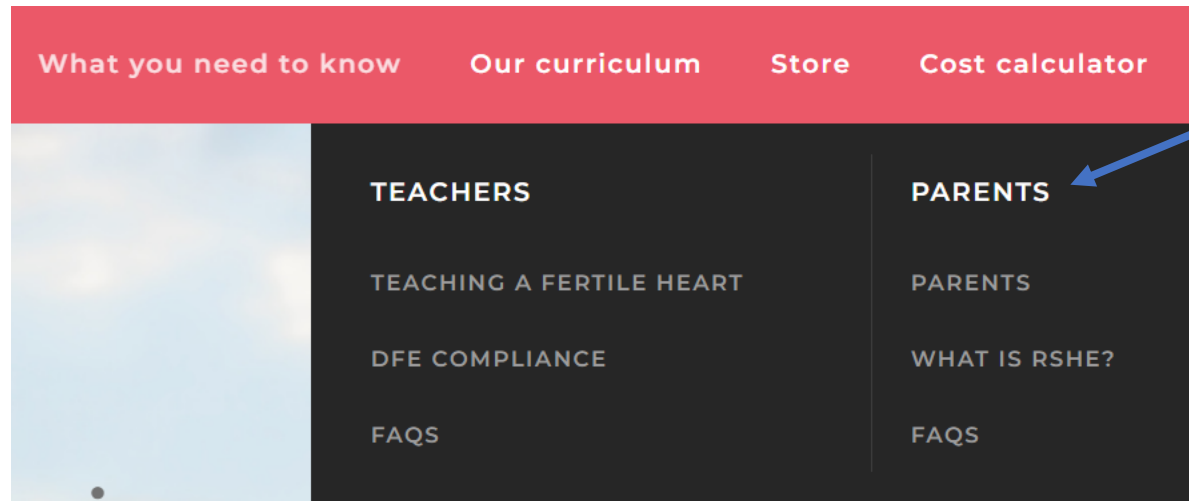


Parent Portals

These can be accessed to further develop understanding at home with your child



<https://fertileheart.org.uk/>





Want to take a look at the RSE and RSHE Resources?

You can gain access to **all of the RSE and RSHE resources** or view **sample modules**.

If you have questions and queries then **get in touch** to speak to a member of the team.



Key Stage 1 Examples

[VIEW OUR KS1 RESOURCES](#)



Key Stage 2 Examples

[VIEW OUR KS2 RESOURCES](#)

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Online Parent Portal



Life To The Full
Catholic Primary Schools



Online Parent Portal - Life to the Full

Relationship and Health Education for Catholic primary schools

Life to the Full is a programme in Relationship and Health Education for Catholic primary schools throughout the UK.

Our Online Parent Portal contains:

- **An overview** of the programme, “Life to the Full”
- **Guidance** for parents on the content of lessons
- **Activities** that can be undertaken at home to support the delivery of the programme

Pre-school and Reception



Years 1 and 2



Years 3 and 4



Years 5 and 6



Module One: Created and Loved by God

Created and Loved by God explores the individual. Rooted in the teaching that **we are made in the image and likeness of God**, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.



Unit 1: Religious Understanding

Unit 1 – Religious Understanding introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.



[Go to Unit](#)



Unit 2: Me, My Body, My Health

In Unit 2 – Me, My Body, My Health, children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.



[Go to Unit](#)