

# SCHOOL POLICY DOCUMENT

## *RSE Policy*



**Head teacher : Joanne Conway/ Leanne Hooper**  
**Policy Leader: Lynn Davis**

Signed by the governing body of St Margaret's Catholic Primary School

Chairperson signature \_\_\_\_\_

Date approved by the governing body \_\_\_\_\_

Date of review \_\_\_\_\_



## St Margaret's Catholic Primary School Policy- Relationships and Sex Education.

### Introduction

#### WHAT IS RELATIONSHIPS AND SEX EDUCATION?

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”<sup>1</sup>. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”<sup>2</sup>.

(The Welsh Assembly Government envisages that effective school RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being.)

### Vision and Mission

At St Margaret’s Catholic School, we strive to ensure that the school is Christ centred. It is a community of faith that seeks to promote the Gospel that has concern for the whole child and where our pupils can learn, grow and develop.

Our mission “**A Catholic Family Working and Learning Together,**” encompasses strong links between Parish, home and school.

**Catholic-** a caring Christian community in action.

**Family-** we seek to provide a happy, loving welcoming secure environment rooted on Gospel values and the love of Christ.

**Working-** our best with the abilities we have.

**Learning-** we seek to provide a broad, balanced whole curriculum permeated with Catholic ethos.

**Together-** we do our best to identify, develop and share our God –given talents with one another so that EVERY individual is developed to the full.

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<sup>1</sup> Sex and Relationship Education Guidance, DfEE, 2000

<sup>2</sup> ibid

## **Vision for Relationship and Sex Education.**

At St Margaret's Catholic Primary School we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. Jesus is invited into our lives. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be fulfilled too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God's creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently.

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity.

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DfE, all RSE in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family, recognising that most families include a mother, a father and children but some families may not. It will also recognise different types of relationship, including those between acquaintances, friends, relatives and families. It will acknowledge that all pupils have a fundamental right to have their life respected and their views listened to and responded to in order to ensure that their confidence and self-esteem will be strengthened.

Teaching high quality RSE is essential in creating an inclusive ethos and is central to developing healthy relationships and behaviours where children are able to assess and manage risk.

It is essential that RSE is communicated to and taught in conjunction with the parents/carers of our pupils, as we recognise that parents/carers are the natural primary educators of their children and they are the experts on the development of their own children. The views of all parents/carers are actively sought, allowing their voice to be heard and responded to. Part of the Meet and Greet sessions at the beginning of every academic year has a focus on RSE. Parents are invited to look at resources and ask questions about the RSE curriculum and delivery focus.

### **3. Procedures**

The following groups have been consulted as part of producing this policy.

- staff
- parents
- governing body
- Diocesan Education Service

In consultation with the Governing Body, the policy will be implemented in 2019, reviewed every two years, by the Head teacher, RSE Co-ordinator, the Governing Body and school Staff. The next review date is September 2021.

The policy will be circulated to all members of the Governing Body and all members of staff. The school prospectus contains a statement about RSE teaching and details of where to obtain a full copy of the policy upon request. The Diocesan Director of Education/Director of RE will be sent a copy of the school's RSE policy and it is the duty of the Governing Body to ensure that this is up to date.

### **4. Rationale**

As a Catholic primary school in the Province of Cardiff, Menevia, Wrexham and Herefordshire, we use the term Relationship and Sex Education (RSE) as we believe that sex education is set in a wider context of relationship education that is about all aspects of growing a fulfilled and happy life. Sex education is but one dimension of this greater whole. For example, the defining belief of Christianity is that God took on human form. This endows the human person with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual – our bodies are the dwelling place, the 'temple' of the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the Church's teaching about relationships, marriage, sex and family life. The Church educates young people as part of complete human formation. Education about human love is no less a part of a Catholic school's responsibility than teaching about Mathematics or English.

At Ss. Gabriel and Raphael Catholic Primary we teach young people about how to grow in relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God-given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with 'Fit for Mission Schools'.

Legal guidelines suggest that relationship and sex education should build on the children's own experiences, be sensitive to the specific domestic contexts the children come from, form attitudes and values towards relationships, develop personal and social skills and increase the

knowledge and understanding of each young person as they grow about their relationships and well-being, including sexual health. We support all these aims in educating about relationships and sex education by incorporating them into the wider understanding of human relationships and human formation as reflected in the relevant CBEW and CES RSE Guidance.

## **5. Statutory framework**

We are required to teach those aspects of RSE which are statutory.

The broad contents of RSE – attitudes and values, personal and social skills and knowledge and understanding will be provided in three inter-related ways: the whole school/ethos dimension; a cross-curricular approach and a discreet RSE curriculum. The main RSE will be Ten Ten Live Life to the Full and Alive to the world. (See Appendix 1)

In 2022 – 2023 the School Council will be relating all activities to Rights Respecting School agenda with an aim to gain the RRS award.

## **6. Virtues and Values**

Gospel virtues and values underpin the RSE curriculum. The Christian tradition describes behaviour or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups.

The theological virtues of faith, hope and charity (sometimes simply 'love' is used instead of 'charity') are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The Cardinal Virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach "the abundant life" (John 10:10).

At Ss. Gabriel and Raphael we live out the Gospel values shared in the Beatitudes, throughout the life of school through the Pupil Profile, which is rooted in Ignatian theology and spirituality. A series of statements based on the Virtues guide staff to help all children in our school to grow and to show them what they are going to be; the school consciously and deliberately nurtures this.

In the Pupil Profile, there are eight sets of words which have been paired together because of their complementary and harmonising relationship to one another: from the development of one virtue springs another.

The Profile also provides a thematic focus for Collective Worship over a specified length of time. Whilst all of the aspects of the profile are touched upon the school focuses on particular pair of words throughout each half term; each half term the focus changes. (see Appendix 2)

## **7. The Aim and Objectives of RSE**

The aim of RSE is part of our aim to educate the complete human person. This is expressed in *Fit for Mission? Schools* (2009) as follows:

*The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person.*

*This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is ‘the perfect Man in whom all human values find their fullest perfection’ (Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School*). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.*

RSE should therefore deepen the following areas of understanding:

- To develop self-knowledge, and respect and love of self;
- To invite young people to develop and deepen a loving relationship with God;
- To invite young people to understand that their life has a purpose;
- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this is an expression of God’s love;
- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood that is appropriate to the stage of maturity of the young people;
- A strong awareness of their own safety and the nature of appropriate consent;
- To have an understanding of the law in England and Wales about Equality and Marriage, appropriate to age and maturity.

At Ss. Gabriel and Raphael Catholic school :

- We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God’s creation.
- We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.
- We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.

- We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.
- We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's prayer.
- We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.
- We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.
- We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.
- We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.
- We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.
- We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.
- We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.
- We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.
- We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

## **8. Inclusion**

At Ss. Gabriel and Raphael Catholic School we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and background. Lessons are framed by this understanding and young people encouraged to respect each other in their differences, and develop an approach of dialogue.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

## **9. Equality**

The Governing Body has wide obligations under the Equalities Act 2010 and will work to ensure that Ss. Gabriel and Raphael Catholic School endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children.

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

### **10. Programme of study**

The Province recommends appropriate resources to its family of schools. These range from ages 3-19 years and provide suggested areas of study and outcomes for the young people it serves. It is envisaged that this programme will be taught in discreet lessons, in cross curricular lessons, particularly R.E. and science and fundamentally embedded in the ethos of the school through assemblies, classroom discussions and the centring of all relationships in school on the person of Jesus Christ. The programme of study is based on the understanding of the Church of human nature and human sexuality, and aims to help young people develop their sense of purpose and character. It should be taught as part of a broad and balanced curriculum and will thus have room for the expression of alternative viewpoints by pupils/students.

### **Our broad content of RSE**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RSE is taught through our life style in school and through the subjects of Religious Education, Science and by way of a cross-curricular, integrated approach.

All elements of PSHE and Citizenship, whilst non-statutory at Foundation phase and KS2, are covered. Significant aspects of Sex and Relationship Education remain part of the National Curriculum for Science. These will be taught to all pupils. (Parents are unable to withdraw pupils from such lessons.)

### **Foundation Phase (5-7)**

- That humans move, feed, grow, use their senses and reproduce;
- To name the main external parts of the body;
- That humans grow from babies into children and then into adults, and that adults can produce babies;
- To recognise similarities and differences between themselves and other pupils

## **Key Stage 2 (7 – 11)**

- That the life processes common to humans and all animals include nutrition, growth and reproduction
- The main stages of the human life cycle

## **Programme / Resources**

We acknowledge that parents and carers are the key persons for children learning about relationships and sex; the foremost educators. Our role and our programme simply complement their role in nurturing their children's human wholeness. However, the role of parents and our day to day interactions in school are currently supported by the following curriculum resources:

- Come and See
- Alive To The World
- Ten:Ten Resources
- Live Life to the Full

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active learning
- mind mapping
- film & video
- group work
- role-play
- trigger drawings
- values clarification

## **Assessment, Recording and Reporting**

A record is kept in teacher's planning of the delivery of RSE. The programme is assessed, monitored and evaluated by the co-ordinator in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self evaluation at an appropriate level for each year group. Reporting is made in individual pupil's reports under Personal Qualities.

## **11. Parents**

The Church recognises parents as the first educators of their children. Our schools assist parents in this task also in RSE, aiding and completing (where needed) the work of parents and

furnishing children and adolescents with an evaluation of “sexuality as value and task of the whole person, created male and female in the image of God”. (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69). Children’s first experience of relationships and love are in the home. At our schools we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance.

Parents are informed of their right to withdraw their children from RSE lessons, (though they are not able to withdraw their children from statutory science lessons).

Parents are encouraged to attend Open Evenings, Parents Evenings, are given the School Prospectus, Newsletters, are sent Schoop (parent messaging service) information and have access to the School Website. Should parents wish to withdraw their child(ren) they must contact the head teacher in writing no later than the start of the school day when the lesson will take place.

The school will involve and support parents in learning about RSE sharing the programme of study/published resources to be used, letters when visitors are coming to school, letters when a sensitive subject is to be taught, resources to use at home, information in school prospectus and on school website.

Information about RSE is contained in the school prospectus and the majority of the programme of study is developed through the ethos of the school. However, at times, areas of particular sensitivity, such as puberty, will benefit from additional parental support and at such times, letters will be sent home and parents may be invited into school to discuss the content of RSE lessons.

## **12. Teaching RSE**

Responsibility for the specific RSE programme lays with the PPA teacher- Mrs H. Leyshon in KS2 and Class teachers in FP. Nevertheless, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils’ personal and social skills.

All staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour base on a Christian understanding of how to lead a good life. Staff are called to be role models of the school’s ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the Vision and Mission of the school.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., Science, P.E. and ICT.

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'<sup>3</sup>.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

### **13. Supporting children and young people deemed to be at risk**

Like all other subjects, RSE always needs to be taught in a differentiated manner appropriate to the maturity of the children. It needs to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school and it is paramount that all staff teaching RSE have up to date safeguarding professional development.

Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's safeguarding policy and confidentiality procedures.

The following guidance for dealing with questions in teaching RSE will be followed:

*Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example:*

- *If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;*
- *If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;*
- *If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been*

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<sup>3</sup> Protocol for Visitors to Catholic Schools, CES, Feb. 2011

*treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and*

- *If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's Child Protection procedures.*

(DfE Sex and Relationships Guidance, 4.5 'Dealing with questions' 0116/2000)

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Review: 26.9.21

Reviewer: Mrs. G. Carpanini

## Appendix 1 Foundation Phase

CORE THEME	Module 1: Created and Loved by God			
	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles
KEY STAGE ONE	Story Sessions: <a href="#">Handmade With Love (Kester's Adventures)</a>	Session 1: <a href="#">I Am Unique (Me)</a>	Session 1: <a href="#">Feelings Likes and Dislikes</a>	Session 1: <a href="#">The Cycle of Life</a>
		Session 2: <a href="#">Girls and Boys (My Body)</a>	Session 2: <a href="#">Feeling Inside Out</a>	
		Session 3: <a href="#">Clean &amp; Healthy (My Health)</a>	Session 3: <a href="#">Super Susie Gets Angry</a>	
LOWER KEY STAGE TWO	Story Sessions: <a href="#">Designed for a Purpose (Kester's Adventures)</a>	Session 1: <a href="#">We Don't Have To Be The Same</a>	Session 1: <a href="#">What Am I Feeling?</a>	Session 1 (Yr4+): <a href="#">Life Cycles</a>
		Session 2: <a href="#">Respecting Our Bodies</a>	Session 2: <a href="#">What Am I Looking At?</a>	
		Session 3 (Yr4+): <a href="#">What is Puberty?</a>		
Session 1: <a href="#">The Sacraments</a>	Session 4 (Yr4+): <a href="#">Changing Bodies</a>	Session 3: <a href="#">I Am Thankful!</a>		
UPPER KEY STAGE TWO	Story Sessions: <a href="#">Made to Grow (Kester's Adventures)</a>	Session 1: <a href="#">Gifts and Talents</a>	Session 1: <a href="#">Body Image</a>	Session 1: <a href="#">Making Babies (P1)</a>
		Session 2: <a href="#">Girls' Bodies</a>	Session 2: <a href="#">Peculiar Feelings</a>	Session 2: <a href="#">Making Babies (P2)</a>
		Session 3: <a href="#">Boys' Bodies</a>	Session 3: <a href="#">Emotional Changes</a>	*Optional. See your Programme Coordinator
		Session 4: <a href="#">Spots and Sleep</a>	Session 4: <a href="#">Seeing Stuff Online</a>	Session 3: <a href="#">Menstruation</a>

### **Foundation Phase (3-5 years)**

- Learn that they are created uniquely by God
- Learn that their body is a gift from God
- Name the main parts of the body
- Learn about babies growing into children and adults
- Learn that babies have special needs
- Learn that family and friends should care for each
- Recognise and deal with feelings in a positive way.

### **Foundation Phase (5-7 years)**

- Recognise that they are created by God
- Know that humans move, eat, grow and reproduce
- Name parts of the body (set out exactly what should be learnt)
- Recognise themselves as male and female
- Learn how to improve personal hygiene
- Know that there are different types of families
- Recognise the roles of individuals, within the family
- Know that secure loving relationships within the family are important
- Recognise that families and friends care for each other.
- Learn that humans can produce babies
- Learn that babies grow into children and adults
- Hear about the ideal of loving and sharing in a Christian marriage
- Understand how to treat themselves and others with mutual respect and dignity
- Understand that their bodies are special and develop ways to protect and respect them
- Reflect on their contributions to building up loving family relationships
- To recognise, name and deal with their feelings in a positive way
- Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations.
- Be able to talk about their emotions

### **Key stage 2 (7-11 years)**

- Learn the main stages of the human life cycle from birth to death.
- Learn about daily routines to care for your body and understand about a healthy lifestyle
- Explore the sacrament of marriage as an expression of love
- Investigate why parents need to care for their families
- Learn about themselves as a child of God and their body as a God's gift to them
- Develop awareness of the life cycle from conception to birth
- Deepen the understanding about what is meant by relationships within families
- Explore ways to reflect God's unconditional love in their lives.

- Explore the changes that come about through changes, body and feelings/emotions (including menstruation)
- Explore the need for a healthy life-style
- Learn how to manage their feelings as they change.
- Investigate what is involved in bringing up children
- Explore the meaning of friendship, trust and loyalty
- To be able to talk about relationships and know how to seek advice from significant adults.
- Understand that pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure.
- Understand about a healthy life-style and the options and choices they make.
- Reflect upon the importance of God's unconditional love.
- Know the basic biology of human reproduction within the context of marriage (including sexual intercourse)
- Develop an appreciation of what is involved in bringing up children.
- To recognise the risks in different situations and make judgements about behaviour.
- Learn about different kinds of relationships among friends and families and to develop the skills to be effective in relationships.
- To recognise that actions have consequences for themselves and others, recognise others' feelings
- Continue developing ways to talk about relationships and to seek advice from significant adults.
- Recognise the importance of forgiveness in relationships
- Develop ways to deal with the consequences of wrong choices



## Pupil Profile Strands:

Pupils in St Margaret's school are growing to be . . .	St Margaret's school helps our pupils grow . . .	The Christian and Ignatian Roots of St Margaret's Pupil Profile.
<p><b>Grateful</b> for their own gifts, for the gift of other people, and for the blessings of each day; and <b>generous</b> with their gifts, becoming men and women for others.</p>	<p>By encouraging them to know and be <b>grateful</b> for all their gifts, developing them to the full so that they can be <b>generous</b> in the service of others.</p>	<p>The starting point for Ignatius is always <b>gratitude</b> – an attitude of mind that habitually notices daily blessings and the good things that happen to us, giving our lives meaning and enjoyment, and sometimes pause for thought and a nudge to put things right. The end point of Ignatian spirituality is <b>generosity</b> – the impulse to give and not to count the cost, to serve without reward, to have big hearts and great minds, to be men and women for others.</p>
<p><b>Attentive</b> to their experience and to their vocation; and <b>discerning</b> about the choices they make and the effects of those choices.</p>	<p>By promoting the practice of <b>attentive</b> reflection and <b>discerning</b> decision making: in teaching, in the examen, prayer and retreats; and through the practice and example of school leaders and staff.</p>	<p>Ignatius tells us that we need to be <b>attentive</b> to the big and the small things, to the responses of other people, to the stirrings in our hearts, and to the preoccupations that thread their way through our lives. Being attentive takes practice; it is much easier to rush from one thing to the next, taking little time to notice anything. Once we develop the habit of being attentive, we can begin to <b>discern</b> what is good for us and what is not; and what God calls us to be, and to do.</p>
<p><b>Compassionate</b> towards others, near and far, especially the less fortunate; and <b>loving</b> by their just actions and forgiving words.</p>	<p>By being <b>compassionate</b> and <b>loving</b> in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or</p>	<p>In the Christian tradition, it is never enough simply to notice: we must allow ourselves to be moved by what we see, especially by the plight of those who suffer. <b>Compassion</b> – the ability to sense deeply the predicament of the other – is fundamental to seeing the world with Jesus's eyes. Being compassionate leads to <b>love</b> – a deep and genuine bond with the other person, something that is outgoing and not focussed on myself. The love God has for us is the model of the love we are called to show others, including those who are against us.</p>

	violence.	
<b>Faith-filled</b> in their beliefs and <b>hopeful</b> for the future.	By passing on the living and <b>faith-filled</b> tradition of Jesus Christ; by having persevering faith in the pupils, and by encouraging them, in turn, to have faith and <b>hope</b> in others.	Having <b>faith</b> is crucial to human wellbeing – faith in myself, my emotions, my judgements; faith in others and their faith in me; faith my family and in the communities to which I belong; and faith in God. Faith cannot be taken for granted; it has to be built up day by day. Once we begin to have a little faith, we have <b>hope</b> , because we can trust ourselves and those around us with the decisions which will shape the future. Without hope we become insular, lacking in love, and ultimately despairing. The three core virtues of the gospel of Jesus are faith, hope and love.
<b>Eloquent</b> and <b>truthful</b> in what they say of themselves, the relations between people, and the world.	By developing an <b>eloquent</b> language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be <b>truthful</b> in the way they represent themselves and speak about the world.	<b>Eloquence</b> – the ability to articulate clearly what we believe and feel and to do so in a way that, with integrity, engages and persuades others – is a central characteristic of Jesuit education. But eloquence must be used in a <b>truthful</b> way – to speak truth about myself, about others, about God and the world around us. Education is the search for truth and the eloquent articulation of what we discover. Jesus said, ‘I am the way, the truth and the life.’
<b>Learned</b> , finding God in all things; and <b>wise</b> in the ways they use their learning for the common good.	By the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more <b>learned</b> and <b>wise</b> .	To be educated is to be <b>learned</b> – to know about God’s creation and about people who are part of it. But facts and skills are of little value unless we have <b>wisdom</b> also – the ability to see what is important and what is not.
<b>Curious</b> about everything; and <b>active</b> in their engagement with the world, changing what they can for	By leading pupils to be <b>curious</b> about the universe and all human activity, and to take increasing	<b>Curiosity</b> is needed to sustain learning. It is what keeps us going. It is what opens up new horizons. It leads us to find God in all things. In the Jesuit tradition, learning is something to be <b>actively</b> engaged in by probing, seeking, asking, challenging, questioning until the truth is plain – it

<p>the better.</p>	<p>responsibility for their own learning, and by providing opportunities for them to be <b>active</b> in the life of the school, the Church, and the wider community.</p>	<p>is to think for oneself and become a lifelong learner.</p>
<p><b>Intentional</b> in the way they live and use the resources of the earth, guided by conscience; and <b>prophetic</b> in the example they set to others.</p>	<p>By being a school community which is <b>intentional</b> in its way of proceeding to build-up quality of life; and which is <b>prophetic</b> in the way it offers an alternative vision of education and the human person rooted in the gospel.</p>	<p>Activity can easily become the distraction of being busy. Using wisdom and discernment, we can live our lives more <b>intentionally</b> – getting the balance right; living in the present moment rather than in the unchangeable past or an unknown future. Living in this way is to be <b>prophetic</b> – announcing the new perspective of the gospel on what it means to be human. Jesus is an example of someone who lived his life intentionally and prophetically.</p>

