



St. Ronan's Primary and Nursery School

# Relationships and Sexuality Education (RSE)

Signed \_\_\_\_\_ (Chair, BoG)

Date \_\_\_\_\_

Review

## **Context**

St. Ronan's Primary and Nursery School aims to provide a supportive, positive learning environment which fosters pupil growth and development. This ethos is underpinned by our code of faith and pastoral care. We are committed to providing our pupils with a positive attitude towards Catholic education. Christ's values and gospel message are an intrinsic part of our ethos, daily running of the school and our curriculum. We try to ensure that we work in partnership with the home, parish and the wider community to strengthen our pupils' vision of their role as part of the Catholic community. This policy reflects the ethos of our school.

It is a statutory requirement that all schools in Northern Ireland have a 'Relationships and Sexuality Education' (RSE) Policy.

This policy has been written in line with Department of Education N.I. requirements and through consultation with staff and governors, shared with parents and then has been ratified by the Board of Governors.

*DE Circular 2013/16 states:*

*'The Department requires each school to have in place, its own written policy on how it will address the delivery of Relationships and Sexuality Education.' The circular also states that Relationships and Sexuality Education 'should be taught in harmony with the ethos of the school and reflect the moral and religious principles held by parents and school management authorities.'*

The general principles which underpin our work are those set out in Departmental guidance and the following Circulars:

Circular 2001/15: Relationships and Sexuality Education (RSE)

Circular 2001/15-2: Guidance for Primary Schools - Relationships and Sexuality Education (RSE)

Circular 2010/01: Guidance on Relationships and Sexuality Education (RSE)

Circular 2013/16: Relationships and Sexuality Education Policy in Schools

Circular 2015/02: Relationships and Sexuality Education Guidance – An update for Primary Schools

We further recognise the importance of working in partnership with parents/carers in this area of personal development and acknowledge the contribution that can be made by outside agencies with skill and expertise in particular areas of the curriculum (NSPCC and the School Nursing Service).

These circulars are available on the Department's website: [www.deni.gov.uk](http://www.deni.gov.uk). Guidance and resources on RSE are also provided on the NI Curriculum website at [www.nicurriculum.org.uk/](http://www.nicurriculum.org.uk/).

## **Rationale**

Relationships and Sexuality Education is a lifelong process, encompassing:

- the acquisition of knowledge, understanding and skills; and
- the development of attitudes, beliefs and values about sexual identity, relationships and intimacy.

For children, the learning process has begun informally, with their parents or carers, long before any education in a formal setting takes place at school. Sexuality includes all aspects of the human person that relate to being male or female: it may be subject to change, and it develops throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions.

Effective Relationships and Sexuality Education is essential if children are to value themselves as individuals and are to make responsible and well-informed decisions about their lives.

## **Aims**

Relationships and Sexuality Education in primary schools should provide children with opportunities to:

- value themselves as unique individuals and children of God;
- develop a positive sense of self-awareness, self-esteem and self-worth
- begin to develop their own moral thinking and value systems in link with our Catholic Ethos;
- learn about an appreciation of the dignity, uniqueness and well-being of others and of friendships, healthy relationships and behaviours with others;
- learn about the changes that occur as they progress towards adolescence, particularly the emotional and physical changes at puberty; and
- learn about keeping themselves safe and know what to do or who to go to if they feel unsafe.
- understand the nature, growth and development of healthy relationships within families, in friendships and in wider contexts;
- develop an awareness of differing family patterns;
- develop strategies to make decisions, solve problems, and implement actions in various personal, social and health contexts;
- become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity;
- develop some coping strategies to protect self and others from various forms of abuse;

- acquire and improve skills of communication and social interaction;
- acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development;

### **Skills**

The RSE curriculum should enable pupils to develop the skills necessary to form and maintain relationships and to make informed choices and decisions regarding health and well-being. Pupils should also be helped to develop skills to critically evaluate the wide range of information, opinions, attitudes and values.

They need opportunities to develop:

- practical skills for everyday living; for supporting others; for future parenting; communication skills - learning to listen, listening to others points of view; putting one's own view forward clearly and appropriately; giving and receiving feedback; handling and resolving conflict peacefully; being assertive
- decision-making and problem-solving skills for sensible choices made in the light of relevant information; making moral judgements about what to do in actual situations and putting these judgements into practice; acting responsibly and with initiative as an individual or as a member of a variety of groups.
- inter-personal skills for managing relationships confidently and effectively; for developing as an effective group member or leader.

Relationships and Sexuality Education is most effective when it is taught in a sensitive and inclusive manner, and in a way that is appropriate to the child's emotional and physical age and stage of development. All children have the right to quality teaching and learning across the curriculum; Relationships and Sexuality Education is no exception. An absence of such provision may leave children with a learning and skills deficit, making them more susceptible to inappropriate behaviours, sexual abuse and exploitation.

### **The Importance of Relationships and Sexuality Education**

- Respects the rights of children

The UK Government is a signatory to the 1989 *United Nations Convention on the Rights of the Child* (UNCRC) and has agreed to uphold the rights of children and young people as set out in the

Convention. This means that all children and young people in St. Ronan's Primary and Nursery School have a right to a good quality education in accordance with the Convention.

- Promotes a better understanding of diversity and inclusion

Schools are increasingly diverse spaces, reflecting wider societal change. We aim to provide a safe, welcoming and inclusive environment, fostering respect for difference, challenge prejudicial attitudes, and promote equality of opportunity for all pupils. So as to encourage children to be confident and respectful of themselves and others, and prepare them for life after school, the teaching of Relationships and Sexuality Education will be inclusive of all differences regardless of race, age, disability, ethnicity, religion, culture, gender and sexual orientation. We recognise the diversity of family life in today's society and as such all staff must be sensitive and respectful of difference, ensuring that no pupil ever feels or is excluded, or experiences bullying due to their family or home circumstances.

- Helps children to keep themselves safer in the digital world

Technology plays an integral role in the lives of many children. However, whilst technological advancements provide many opportunities, along with opportunity comes risk, particularly if the children's activity is unsupervised.

In St. Ronan's Primary and Nursery School, children are taught 'keeping safe' messages about how to behave safely and responsibly in the digital world which plays such an integral role in their lives. Children will be able to identify potential risks to their safety, and be aware of the strategies they can use to protect themselves.

- Provides reliable, accurate and timely age-appropriate information

Although the emphasis in RSE in primary schools is on friendships and healthy relationships, we also give children opportunities to learn and understand how the body grows and develops, and know about the stages of human development. In the latter part of Key Stage 2 pupils will be given the opportunity to learn about some of the emotional and physical changes that occur during puberty. The programme is tailored to be appropriate to the age and maturity of the pupils and meets the needs of both genders. This knowledge forms part of the Personal Development and Mutual Understanding theme of 'Health, Growth and Change'. Before puberty is covered in class, teachers will give parents / carers the opportunity to discuss the content and resources they plan to use.

Issues around sexual orientation, gender identity and the physical act of sex are not on the primary school curriculum. However, if the children ask questions around these issues teachers will respond in a sensitive, non-confrontational and reassuring way. They may advise the child to discuss the issues at home with their parents and/or inform the parents that the child is raising these issues and may benefit from a discussion around the child's questions at home.

- Helps children to recognise inappropriate behaviour and touch

Through Relationships and Sexuality Education, children develop an understanding of their own uniqueness. It is also vitally important that they know and understand that, even though they are young, their body belongs to them and them alone. When children learn about 'keeping safe' through boundaries and positive consent, it helps them to recognise what constitutes:

- appropriate and inappropriate behaviour;
- appropriate and inappropriate touch; and
- unwanted attention, or attention that makes them feel uncomfortable in any way.

Children are taught strategies to use if they feel unsafe at any time. Teachers endeavour to create an atmosphere in their classrooms where all children are valued and given time to discuss any issues or concerns they may have. Photos of the key staff children can approach are displayed in prominent areas throughout the school. Safeguarding messages are presented regularly throughout the year at assemblies, during Anti-bullying week, Internet Safety week and through the PDMU and RE curriculum.

The foundation for the effective delivery of Relationships and Sexuality Education is the building of secure, trusting, respectful relationships between the teacher and their pupils. Pupils should feel reassured that their teacher cares about their wellbeing and be aware that there are adults whom they can talk to and confide in. Pupils must also know and understand that the promise of confidentiality is never an option in the classroom or school setting. It must also be clear to pupils that, whilst teachers will offer support, they are obligated to notify the child protection/safeguarding teacher or team if they are concerned that the pupil may be 'at risk'.

## **Parents and Carers**

### **Engaging with parents or carers**

The effectiveness of our policy and programme depends upon the involvement of teachers, parents, governors and other education and health professionals. Each of these has distinctive contributions

to make to our policy. Our teaching of Relationships and Sexuality Education aims to be complementary and supportive to parents/carers role as lead educators in this sensitive area, and will be delivered in the context of our Catholic ethos.

It is our role to assist parents in teaching RSE in a manner appropriate to the emotional and psychological development of the child. A copy of our policy is readily available for parents at any time. We will have regular review of our policy and on-going communication with parents. Parents will be made aware of any sensitive topics before they are discussed with the children and will be asked to consent to their child attending workshops/assemblies that address sensitive issues.

Materials/resources used will be available for parents/carers to view. We hold workshops for parents periodically to address issues such as keeping our children safe in a digital world and send home suitable materials from outside agencies.

If an outside agency / individual is coming into the school to support the Relationships and Sexuality Education programme, parents / carers are told in advance. Where sensitive issues are concerned we explain the type of activities which will take place to parents / carers and seek consent. This ensures that they have the opportunity to raise any concerns they might have before the visit, lets parents/carers know what is going on and strengthens ties between home and school.

### **Withdrawal from Relationships and Sexuality Education**

Since RSE is a statutory requirement, it is part of our school curriculum. As a school we actively promote the implementation of RSE. The school will, however, take account of parent / carer concerns and respect their wishes. However, parents / carers should consider the social and emotional effects of being excluded, as well as the likelihood that the child will hear their peers' version of what happened or what was said in the classes, rather than the safe and reliable source of the teacher's. If parents / carers choose to withdraw their children from certain RSE lessons, then the children will be given the opportunity to complete work from another area of the curriculum in another class.

### **Strengthening the partnership between school and the wider community**

We occasionally use the expertise and skills of education and health professionals from outside agencies or from individuals in the wider community, to support the children's learning. There are many benefits of this, including the following:

- Outside agencies/individuals in the wider community can bring specialist knowledge, expertise and experience into the classroom;

- The novelty of a new visitor coming into the classroom/school is often very welcomed by pupils;
- It can increase the pupils' knowledge of services which can be accessed in the local community, and teach them how to go about accessing these services if and when they need them; and
- It can enhance teachers' capacity by updating their knowledge and/or showing new pedagogy/teaching practices used by the outside agency/individual.

We ensure that any outside agency/individual delivering a support session in a school:

- discusses and agrees the content, resources and teaching methods with staff prior to delivering a session to ensure it is respectful of the school's ethos, and complementary to the ongoing provision of Relationships and Sexuality Education.
- receives a copy of the school's Relationships and Sexuality Education Policy;
- is made aware of and adheres to the school's Safeguarding and Child Protection Policy;
- agrees to and signs our code of conduct;
- is made aware of the issues around confidentiality;
- is vetted as appropriate.

To maximise learning from the session, teachers prepare pupils for the visit. During the session, the teacher is present at all times. Afterwards the teacher should provide pupils with the opportunity to discuss their experience(s) and honestly evaluate the session(s). We use pupils' feedback to inform future planning and provision.

### **Teaching and Learning**

#### **Young people with special educational needs (SEN)**

We ensure children with SEN in mainstream schools have appropriate, accessible and relevant Relationships and Sexuality Education. When necessary resources and teaching activities are adapted to ensure that there are no barriers to participation or learning for pupils with SEN compared to their peers. It is widely recognised that pupils with SEN are more vulnerable to all forms of abuse and exploitation. Therefore, teachers must try to ensure that they develop the knowledge, understanding and skills of pupils to enable them to:

- identify inappropriate and exploitative behaviour;
- help develop their own prevention strategies to stay safe;
- recognise and build healthy relationships; and
- know who they can talk to.

### **Working in mixed and single-gender groups**

Generally, we teach Relationships and Sexuality Education in mixed groups, where boys and girls learn together to gain an understanding and appreciation of each other's perspectives. However, there are times that pupils and teachers prefer to work in single-gender groups, particularly when they are exploring puberty issues.

### **Personal backgrounds and cultural practices**

We aim to be particularly sensitive to the personal circumstances and cultural background of our pupils. We recognise how pupils' views and values are influenced by their informal learning experiences and by the views of family, peers, community and the media. For example, for some pupils it would be inappropriate to address some Relationships and Sexuality Education issues in a mixed gender lesson because of cultural or religious beliefs. Other pupils may have same-sex parents or carers, so teachers need to be mindful of this. We aim to handle such issues very sensitively.

### **The importance of establishing good relationships in the classroom environment**

Good relationships are important in any classroom; however, they are particularly important when teaching Relationships and Sexuality Education. In Relationships and Sexuality Education, learning is most effective when it takes place in a safe, secure, respectful and inclusive space, where pupils can express their feelings and opinions and participate confidently and freely without embarrassment, judgement or ridicule from their peers. Using circle time or creating a classroom charter are effective ways to help to create a positive and safe learning environment.

### **Approaches to teaching and learning**

To ensure that Relationships and Sexuality Education is meaningful and engaging for pupils, we adopt a learner-centred approach to facilitate and guide their learning. We employ an enquiry-based approach when exploring sensitive and complex issues, and use participative methodologies. These approaches, which are underpinned by the Thinking Skills and Personal Capabilities framework, often lead to children gaining a deeper knowledge and understanding, and really engaging in the learning process.

### **Connected learning opportunities**

There are many opportunities within the Northern Ireland Curriculum for other Areas of Learning to link with Relationships and Sexuality Education, which allows for a more connected learning experience for pupils. This is a particularly effective way for teachers to enable pupils to

explore sensitive and complex issues, as it allows them to do so through a variety of different lenses. Through this multi-perspective approach, children will develop an appreciation of the range of different viewpoints and the reasons why people have them. For example, children can explore a range of ways of communicating and expressing feelings and emotions through the Arts, including art and design, music, and drama. Through Language and Literacy, children can develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama, and role play.

### **Teaching resources**

Our teaching of RSE is primarily through the Religious Education programme and the Personal Development and Mutual Understanding programme. The Diocesan approved 'Grow in Love' and 'The Wonder of My Being' resources alongside the CCEA Living.Learning.Together packs (PDMU) helps to support our teaching.

Teachers may supplement these approved resources with others but must be satisfied that the resources they plan to use:

- reflect the ethos of the school;
- are age-appropriate, inclusive, and sensitive to the pupils' needs and experiences;
- are factually accurate and up-to-date; and
- make clear distinctions between fact and opinion.
- do not contain inappropriate / explicit images

### **Specific Issues for Consideration**

#### **Teaching sensitive issues**

Sensitive issues are part and parcel of life. Children are aware of them, and want to talk about and understand them, particularly those sensitive issues which are also topical. Pupils should not be denied the opportunity to explore such issues simply because a teacher feels uncomfortable discussing them, and they should not be sheltered from discussing sensitive issues in an age-appropriate way. To do either is to leave children ignorant and unprepared to engage and deal with the diverse and complex range of issues facing them in society today.

#### **The status of the family**

The school supports the institutions of marriage and the family, while being sensitive to those with different family circumstances. Marriage will be presented as the ideal to which most aspire, being achieved for many through hard work and commitment.

## **Terminology**

In teaching issues related to RSE, teachers will use the correct biological terms for parts of the body.

## **Special Needs**

Staff of St. Ronan's PS will be particularly aware of the need to consider and accommodate any disparities in a sensitive manner, when planning and implementing the learning and teaching.

## **Answering Pupils' Questions**

If pupils raise issues that are offensive to some or beyond the maturity level of the majority of the pupils, staff will not answer in class. If the teacher feels the question was a genuine one, he/she may suggest that the pupil ask his/her parents or if this is an inappropriate option, the teacher may decide to answer the question in a sensitive manner, which may require the presence of another colleague. If the question asked raises child protection issues, this will be referred to the designated teacher for child protection.

## **Confidentiality and dealing with disclosures**

The provision of effective Relationships and Sexuality Education can play a key role in meeting schools' child protection/safeguarding obligations. The school has adopted appropriate policies and practices which safeguard and keep children from harm. Children who are 'at risk' will be provided with appropriate support. All school staff will be alert to pupils experiencing distress and/or changes in their behaviour. A child who makes a disclosure to a member of staff will have the disclosure dealt with as laid out in the school Child Protection Policy. All staff have received training in how to handle such disclosures. This training is provided on an annual basis and reminders given through staff meetings and School Development Days. The names of the Designated and Deputy Designated Teachers are displayed throughout the school.

## **Policy Consultation**

This policy was drawn up in consultation with the Board of Governors, staff and parents. The school consulted documents such as the 'Grow in Love' series up to Primary 7 and the 'Catholic Preschool and Primary Religious Education Curriculum for Ireland' (2015).

The policy was posted on the school website during a two-week consultation period where parents / carers could give feedback. Comments were taken into consideration and alterations made as necessary.

A copy of the policy can be viewed at [www.stronansps.com](http://www.stronansps.com) or hard copy is available from the School Office at no charge.

### **Links to other policies**

This policy should not be seen in isolation and should be cross referenced with other school policies, in particular:

- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- E-safety Policy
- Anti-Bullying Policy. Procedures for dealing with bullying of any kind, including cyberbullying are detailed in the Anti Bullying Policy.

**Guidance documents** - All documents are available at [www.ccea.org.uk](http://www.ccea.org.uk)

The following guidance documents by CCEA may also be of use to teachers in planning their Relationships and Sexuality Education Provision:

- Living, Learning, Together.
- Personal Development and Mutual Understanding (PDMU) Guidance Booklet
- PDMU Progression Grid
- Active Learning and Teaching Methods for Key Stage 1 and 2
- Assessment for Learning: A Practical Guide
- Thinking Skills and Personal Capabilities at Key Stage 1 and 2.

### **Monitoring and Evaluation**

This implementation of this policy will be monitored by the RE and PDMU coordinators to ensure that the needs of the children are being met. Monitoring and evaluation will happen through review of planning documentation, discussion with staff and pupils through focused group discussions and through consultation with parents.

### **Links across the curriculum and to the wider life of the school**

The following outline teaching programme illustrates the topics covered through the delivery of the Northern Ireland Curriculum in St. Ronan's Primary School. Many of the aspects included below are

also part of the Health Education curriculum, PDMU, RE, the World Around Us, PE, Drama or in reaction to specific situations. All teachers will deliver the RSE programme.

The following includes extracts from the N.I. Primary Curriculum -

- Personal Development and Mutual Understanding
  - Strand - Personal Understanding and Health

### **Foundation Stage**

Self-Awareness - Exploring who they are, what they can do, identifying favourite things, what makes them special

### **Feelings and Emotions**

- beginning to recognise how they feel
- knowing what to do if sad or lonely, afraid or angry
- telling others about feelings
- realising what makes people sad or unhappy, recognising how people feel

### **Health and Safety**

- Being aware of caring for his/her own body
- recognising good hygiene practices
- understanding growth and change
- exploring appropriate personal safety strategies, road safety,
- medicines and drugs -safety rules

## **Key Stage 1**

### **Self-Awareness**

- Feeling positive about oneself
- awareness of own strengths, abilities, qualities, personal preferences
- recognising own feelings and emotions
- recognising and managing the effects of strong feelings – anger, sadness, loss
- acknowledging that everyone makes mistakes
- recognising how they can develop and improve learning

### **Health, Growth and Change**

- Recognising and valuing the options for a healthy lifestyle
- having respect for their bodies and those of others
- being aware of the stages of human growth and development
- recognising how responsibilities and relationships change as you grow older
- understanding medicines and drugs
- understanding that, if not used properly, all products can be dangerous
- being aware that some diseases are infectious and some can be controlled

## **Key Stage 2**

### **Self-Awareness**

- developing self-awareness, self-respect and self-esteem
- confidently express own views and opinions
- identify current strengths and weaknesses
- face problems and try to resolve them
- examine and explore own and others' feelings and emotions
- recognise, express and manage feelings in a positive and safe way
- develop insight into potential and capabilities
- reflect on progress and set goals
- identify and practise effective learning strategies
- be aware of different learning styles

### **Health, Growth and Change**

- understand the benefits of a healthy lifestyle
- recognise what shapes positive mental health

- know about the harmful effects of tobacco, alcohol and other illicit and illegal substances
- understand that bacteria and viruses affect health and know that basic routines can be followed to minimise risks
- know how the body grows and develops
- be aware of physical and emotional changes that take place during puberty (Y7 only)
- be aware of the skills and importance of good parenting
- recognise how responsibilities change as they become older and more independent

### **Keeping Safe**

- develop strategies to resist peer pressure
- recognise the nature of bullying and the harm which can result
- become aware of the potential danger from strangers and how their attention can make you uncomfortable
- recognise appropriate road use
- develop a pro-active and responsible approach to safety – at home, near water, on the internet, TV etc
- know where, when and how to seek help
- being aware of basic emergency procedures and first aid

## **Catholic Preschool and Primary Religious Education Curriculum for Ireland (2015)**

### **Pre-School**

- Life is a gift from God
- God created me
- God made me a boy / girl
- Jesus was part of a family: I am part of a family
- God gave me feelings
- I can love, share, express thanks, and care for myself, for others and for creation
- I can show respect and kindness
- I can say 'sorry' when I hurt other people
- I can help people who are poor and people who are hungry
- Include: Stories of saints, of good vs evil, of right and wrong actions; stories that convey Christian moral values such as sharing, caring, love, forgiveness, friendship, importance of family, care of the earth
- Stories that encourage an awareness of others and respect for difference
- Stories which help children distinguish right from wrong and to make moral judgements about situations

### **P1 and P2**

- Life is a gift from God
- God gave me feelings
- God made me a boy / girl
- My body is a gift from God
- Importance of care for my body created by God
- Jesus grew in his mother's womb. I grew in my mother's womb
- Jesus was part of a family. God gave me my family
- Honour your parents / godparents / guardians (4<sup>th</sup> Commandment)
- Include: Stories that encourage an awareness of others and respect for diversity and difference. Stories which help children distinguish right from wrong and help children to make moral judgements about situations

- Stories of saints, of good versus evil, of right and wrong actions, stories that convey Christian moral values such as sharing, caring, love, forgiveness, friendship, welcoming the stranger, importance of family, care of the earth

### **P3 and P4**

- My family is a gift from God
- Qualities and values of the Holy Family of Nazareth
- Jesus' love is present when our parents / guardians love each other and love us
- Each member of a family has responsibilities to the others
- Christians respect their bodies and the bodies of others because they were created by God
- It is important to prepare responsibly for new life which comes from God
- Jesus is present with us as we grow and change
- Include: Stories of good vs evil, of right and wrong actions, stories that convey Christian moral values such as peace-making, charity, social justice, interdependence, care for the sick, care for the earth, forgiveness, friendship, welcoming the stranger, importance of family, courage in the face of disability
- Stories that facilitate an understanding of fair reciprocity (i.e. developing a concept of fairness as requiring the reciprocal co-ordination of two or more points of view).

### **P5 and P6**

- Work on the 5<sup>th</sup> Commandment should foster a respect for human life and for all creation, and an understanding of the sacredness of human life and the importance of care for the body
- The human body shows us that we are mortal and limited – dependent on God who gives and sustains our life
- The importance of looking after ourselves physically, emotionally and spiritually
- As I grow I change spiritually through greater love of God and neighbour and through my awareness of the interconnectedness of all creation

### **P7**

- Love is the fundamental and innate vocation of every human being. This vocation to love is realised in two ways: in marriage, or in a life of celibacy for the love of the Kingdom
- Our bodies are good because God created them and will raise them up on the last day

- The human body is sacred – the visible image of God
- God created male and female in his plan for creation
- The male and female body are, in their characteristic way, made in the image and likeness of God
- Sexual difference (the difference between male and female) is part of the variety of God's gifts
- Sexuality is good because it is a gift from God
- Sexuality gives the possibility for sharing pure love, altruistic love
- Sexuality fulfils God's plan of love
- The use of sexuality reaches its full meaning when it expresses the personal giving of man and women even unto death
- Sex is a great gift from God who placed the ability to generate life in the human body, thereby sharing his creative power with us
- Chastity is a spiritual power that helps us love and respect ourselves and others. It helps us to see them as persons to reverence because they were created in the image of God
- Life is precious and God-given from the moment of conception to natural death
- Chastity is a spiritual power which frees love from selfishness and aggression for the sake of true self-giving realised in each person's specific vocation
- A Christian practices the virtue of chastity by cultivating decency and modesty in behaviour, dress and speech
- Sexuality is physical, but also psychological and spiritual
- We are called to love and to self-giving in the unity of body and spirit
- Conjugal love makes married couples capable of the greatest gift, the gift by which they become co-operators with God for giving life to a new human person
- Sexual intercourse is an act of love within marriage
- Christians respect life because it comes from God and every person has a right to life