St Joseph and St Teresa Catholic Primary School
'Walking hand in hand with God, as we strive to do our best!"

Relationships and Sex Education

18th June 2018

Meeting for Parents

Why teach Sex and Relationship Education in Catholic Schools?

We teach Sex and Relationship Education because the Book of Genesis teaches us that we are made in the image and likeness of God male and female. So our gender is part of our identity and is essential to making healthy relationships with other people. The most fulfilling and deepest relationship for most people will be within the Sacrament of Marriage when the complementarity of genders allows us to have a glimpse of God our Creator Himself. Other relationships such as father/son, mother/sister, brother/sister are also influenced by our gender as are relationships of friendships and other forms of love.

The above is part of our understanding of God's Creation and we respect and worship God by relating to his Creation in the appropriate way according to our age and our commitments to God and one another.

***Cardinal Basil Hume**: "Love is an art to be learned. It is a giving experience, a selfless act. Every experience of love gives us yet another glimpse of the meaning of love in God himself. Human love is the instrument we can use to explore the mystery of love which God is."*

In the Clifton Diocese the programme a Journey In Love is the recommended resource for the teaching of Relationships and Sex Education because it is compiled specifically to present a Catholic Vision.

In each year group, an aspect of love is explored and developed starting from Year R to Year 6. Young people are encouraged to marvel at the wonder of beauty of God's created love reflected in each person under the components: physical, social, emotional and spiritual. Each section has suggested progressive / developmental tasks / activities and reflections.

Overview of the themes:

Foundation Stage: God loves each of us in our uniqueness.
Year One: We meet God's love in our family.
Year Two: We meet God's love in our community.
Year Three: How we live in God's love.
Year Four: God loves us in our differences
Year Five: God loves me in my changing and my development.
Year Six: The wonder of God's love in creating new life.

Each year group is taught on its own for 15 to 20 minutes a day, to explore their own feelings and understanding.

When will RSE be taught?

It will be taught the weeks beginning 25th June and 2nd July 2018.

Reception



God loves each of us in our uniqueness

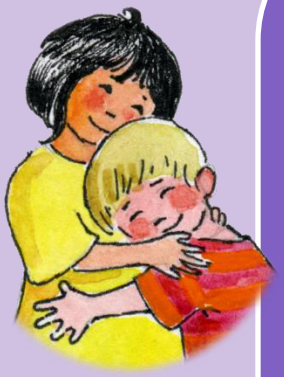
Objective

Know that there is no one more special than me.



Know that God made me and loves me as I am.

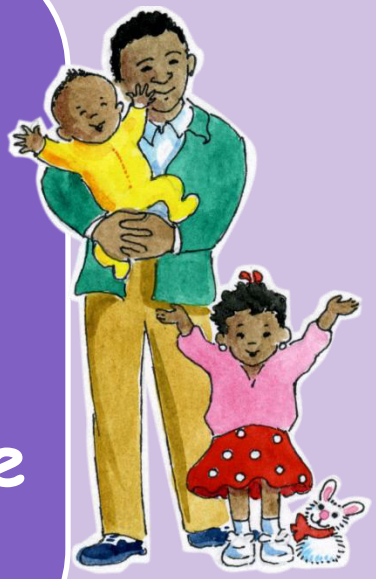
Keywords



God
Unique
Special
Eyes

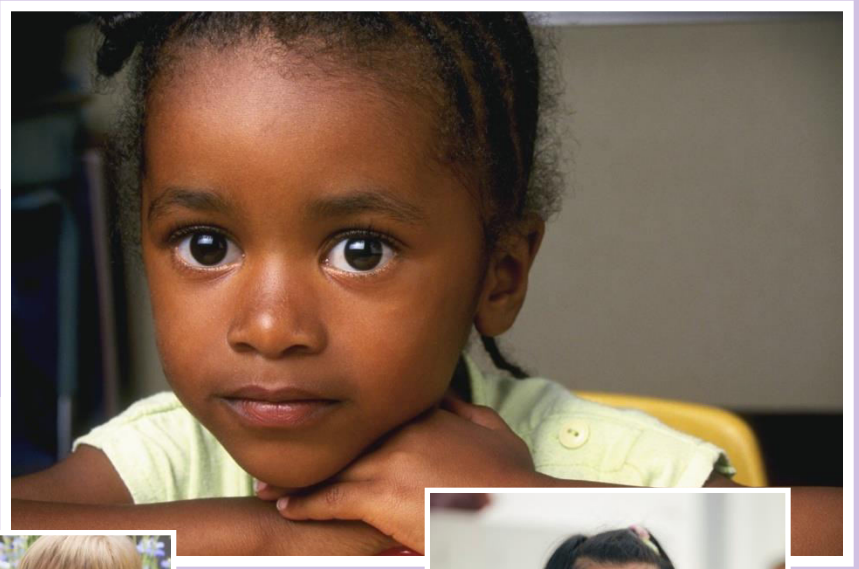
Hair
Boy/Girl
Hands
Fingers
Name

Family
Love
Womb
Describe



PHYSICAL

We are different









I am Unique

No one else is the same as me



Uniqueness

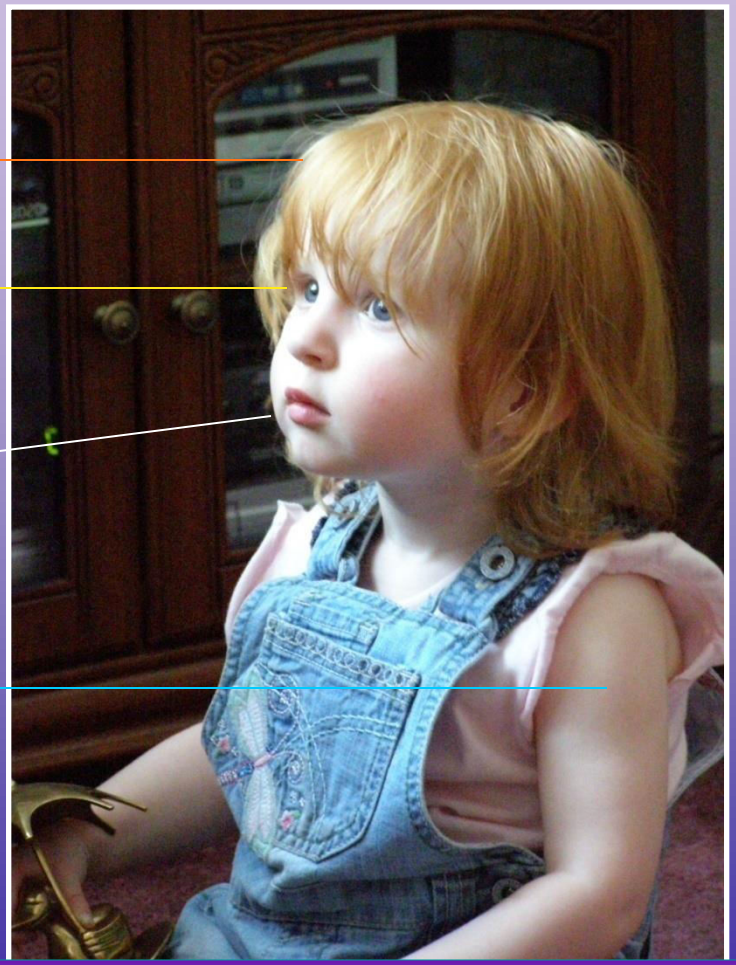
Describe her…

Hair

Eyes

Lips

Skin



Uniqueness

Describe him…

Hair

Eyes

Lips

Skin



How are they…





…different?

I am different.

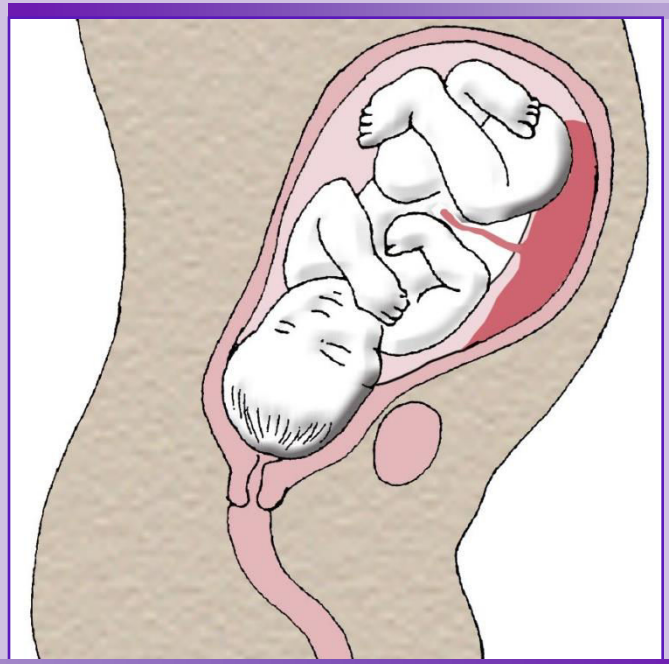




I am special.



I grew for 9 months in my mummy's womb…



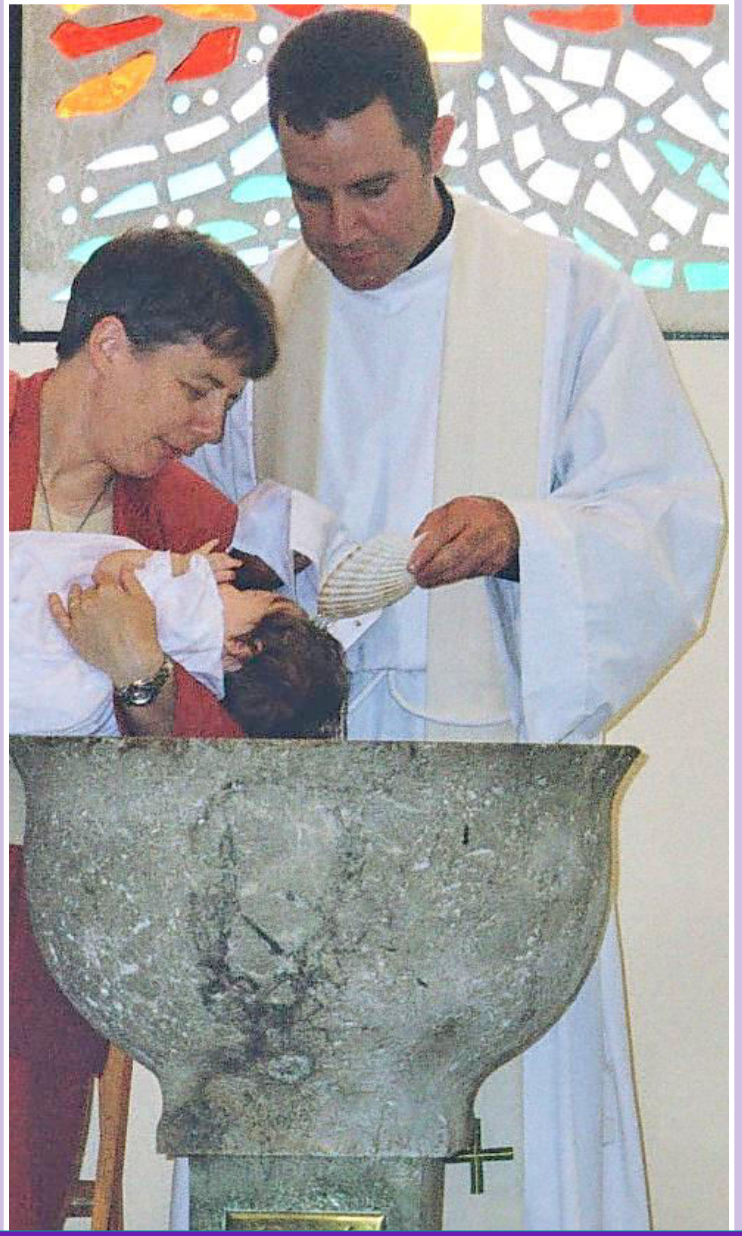
…before I was born.





I have a

special **name**



Activities that may be covered:

- Children may be asked to close their eyes and describe themselves to the person next to them. Focussing on describing words.
- Children look in mirrors and describe themselves to each other.
- Make a picture graph of eye colours in the class. Repeat finger prints/hand prints.

- Count how many girls/boys are in the class.
- Present each child with his/her name. Why were you given your special name?

Prayer



Loving God,

Thank you for your gifts of love and for making me special with my own name.

Amen.

SOCIAL

Who do I play with?

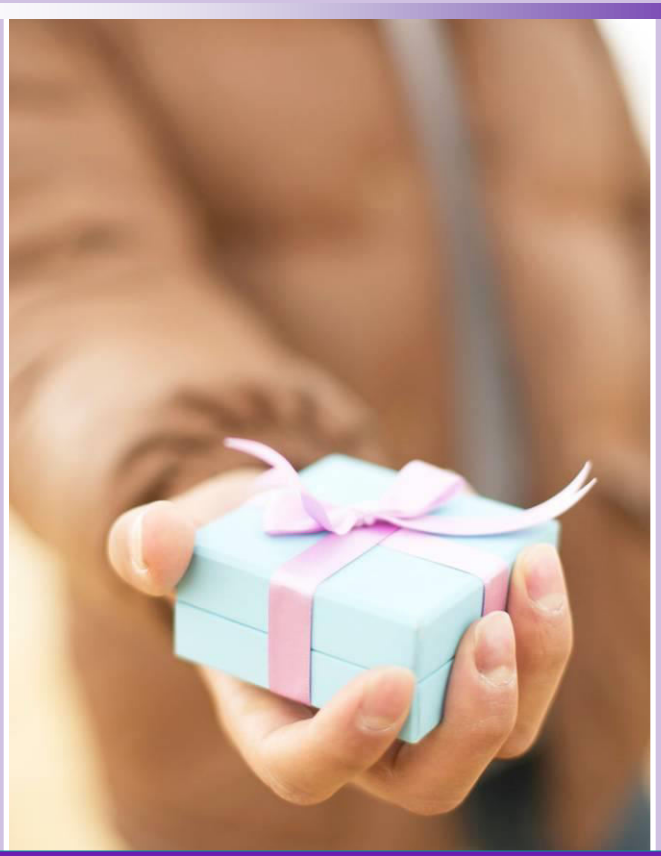


Why do they play with me?

Am I happy?



Generous?



Am I…

Helpful?



Friendly?



Activities that may be covered:

- Children pick a name from a box and name one thing that person is good at.

Prayer

Loving God,
Thank you for the gift of
my friends at home
and at school.
Amen.



EMOTIONAL

How do I feel about my friends?



How do I feel when I am left out?



How do I care for people who are not my special friends?



Activities that may be covered:

- Children asked to say one thing they like about the person sitting next to them. Eg you are good at sharing…
- How do I share love and care for others who are not my special friends?

Prayer

Loving God,
Thank you for my friends.
Help me to be a good friend
to everyone.
Amen.



INTELLECTUAL

Is it important to have friends?



Who is a good friend?



The Good Samaritan



Activities that may be covered:

- Read the 'Rainbow Fish' by Marcus Pfister
- Each child makes a rainbow fish scale to create a class fish for display.
- Read and dramatise /role play 'The Good Samaritan'.
- Talk about who was a good friend.

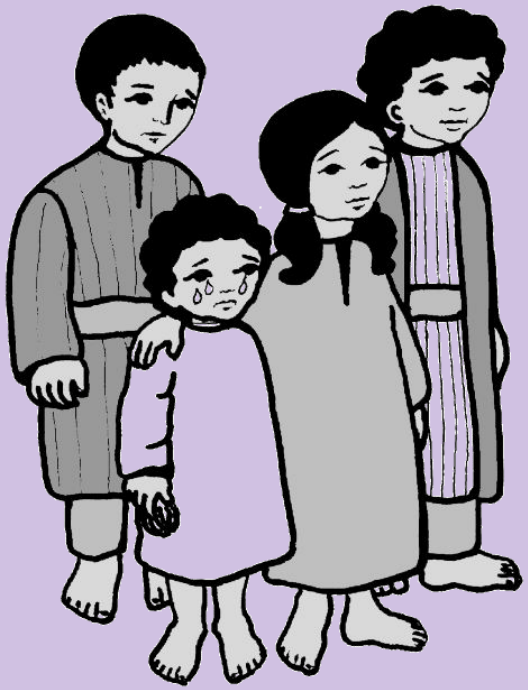
Prayer

Loving God,
Thank you for
being my friend.
Amen.



SPIRITUAL

People often used to bring children to Jesus and when they did, Jesus always blessed them.



One day, however, some of the friends of Jesus told the children to go away.



Jesus was angry when he saw this happening, and he said:

"Don't stop the children from coming to me. Don't send them away like that! Bring them back."





Then he put his arms round them and he blessed them.

Jesus grew up in a family



Who was the mother of Jesus?

Why is she special?

Jesus grew for nine months in Mary's womb.



Prayer

Loving God,
We know that we are unique.
Although we are different from one another
we are all special to you.



Amen.



End of presentation

Year One



We meet God's love in our family

Objectives

Know that as we grow we are Loved by our family.

Know that as we grow we are also loved by God's family.

Keywords

God

Special

Unique

Important

Friend

Different

Activities that may be covered:

- Draw your family. If time permits show each family picture to each other.
- Draw you as a baby in your family.
- Turn to the child next to you and name the thing you can do now that you couldn't do as a baby.
- Find out what age you learned to crawl, take first steps, speak first words etc.
- How do we help and care for others at home eg help with the baby, tidy room, lay the table, wash up
- Talk about safe and realistic ways of helping at home.
- Divide children into four groups to create ...

a) Two happy experiences of family and

b) Two sad experiences of family

- Share each role play with class.
- Talk about the ideas expressed in each role play.
- Read or show a relevant clip from Jungle Book by Rudyad Kipling ... the need for family as exemplified in this story.
- Need for family – who takes the place of mum and dad for Mowgli?
- What other family do you belong to besides your personal family.
- Bring in reminders of Baptism eg candle, photograph and talk about it.

Year Two



We meet God's love in the community

Objectives

Know that the Church is God's Family.

Know that I am part of that family too.

Keywords

God	Father/Mother
Community	Carer/Guardian
Belonging	Feelings
Family	Emotions

Activities that may be covered:

- Look at the word community …

Develop with children an awareness that belonging to their family is their first experience of a community of love. Encourage children to share:

-How love is shown in the family

-What activities are done together

-How they look out for each other

-Inside a heart frame draw a family activity they enjoy.

- Focus on the school as community, eg class community, year community, school community, parish community, club communities in and out of school.
- Discuss signs of belonging eg uniform, attendance, commitment, loyalty.

-respect for the well being of others

-contribution to team spirit

-celebrating each others gifts/abilities and achievements.

Activities that may be covered:

- Invite into the school key community members, eg priest, doctor, community police officer, caretaker etc
- Reflect with children on the different services to the community of invited guests.
- Invite children to share their contribution to their communities to which they belong.
- How can they make a difference?

- Write in cloud shapes

DREAMS

ASPIRATIONS

PROMISES

Activities that may be covered:

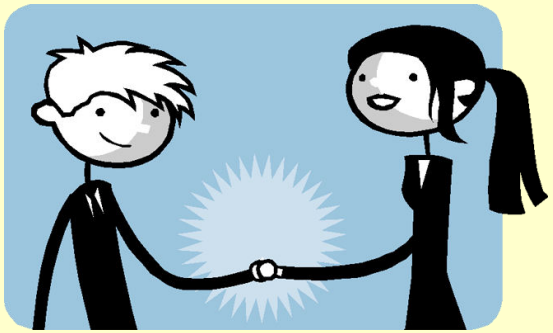
- Divide into groups – Role Play different scenarios in the communities to which you belong,

Eg a happy event, a sad event, a jealous or hurtful experience.

Activities that may be covered:

- Are there lonely children in the school? How do you recognise that children have no friends? How can we help?
- Discuss the disadvantages of being on your own.
- Consider the advantages of being on your own, eg time for homework, time to think, time to pray, time to read and write.

Year 3



How we live in love

Objectives

- Understand what makes a good friend.

- Know that God is our best friend.

Keywords

- God
- Community
- Belonging
- Family
- Father/mother
- Carer/guardian
- Feelings
- Emotions
- Friends
- Changing
- Difference
- Lonely
- Alone
- Forgiving

Activities that may be covered:

- List / discuss the various people who care for you at home, at school, in the Parish and in the community.
- Home research: collect / design and draw pictures / photographs to illustrate above.
- Share the different categories and aspects of caring by all those identified above.
- Focus on ways of growing healthily and keeping safe, eg eating healthily, regular exercise, rules of the road, school rules, positive relationships, community involvement.
- Look at photographs of yourselves taken over the years and note the changes in your growth and development.
- Discuss and expand on ways children can take care of their families and friends.

Eg in school: looking out for new children, friendship stop.

Eg in home: younger brothers and sisters, cousins, role in the family.

- Look at ways of making and keeping a friend, eg always being there for others, class friendships, circle time, playground games and friendships.
- Become more aware of others and their needs.

Eg new children to the class and school, children sick or going through trauma. Being quick to forgive and forget upsets.

- Read a story highlighting how a friend feels when they are not helped,
- Eg Dogger by Shirley Hughes. Reflect on how it feels to be let down by a friend.
- How does your friend feel when let down by you. Share what we mean by a supportive friend: loyalty, trust, listening, understanding, forgiving, reliability.
- Compose a friendship promise of supportiveness. Illustrate and share with your friend.
- Introduce Friend of the Day, Friend of the Week.
- Discuss the difference between being alone and being lonely. Use relevant photographs / press cuttings / poems and music to illustrate how some people are alone and happy and others although surrounded by people are very lonely. Explore together reasons why this can be.

- Consider the meaning of 'personal space'.
- Reflect on its importance in our lives to: calm ourselves down when we get angry, think and see a better way of acting and behaving, praying, researching and so on.

Year Four



God loves us in our differences

Objectives

- Know that God has made us different from one another.

- Know that God loves us in our differences.

Keywords

God,
Gifts,
Talents,
Difference,
Development,
Change,
Male and female body parts,

Conflict,
Appreciate,
Celebrate,
Achievement,
Sensitivity,
Respect.

PHYSICAL

We grow and develop at different rates.
We are different shapes and sizes.

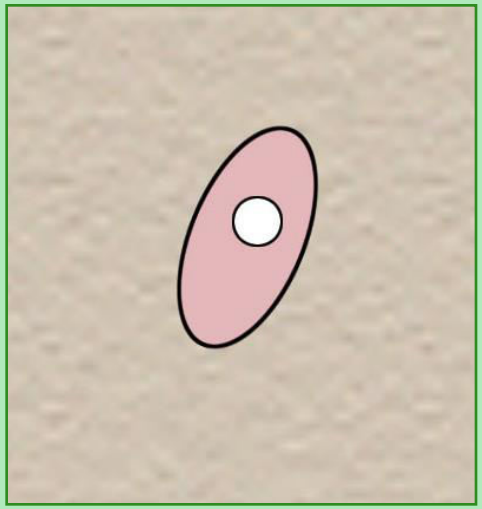




Development of a baby in the womb

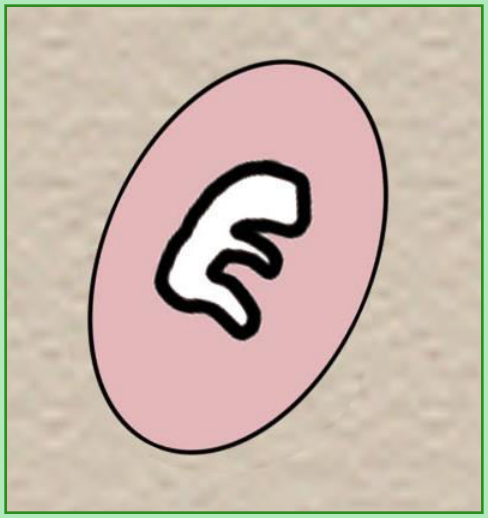
Conception

The baby is just large enough to see.
He/she is about half the size of a full stop.



4 weeks

His/her heart is formed and he/she has small leg and arm buds.



8 weeks

The baby's eyes and ears are developing and legs show knees and ankles; toes are joined together.



12 weeks

All the important parts are formed and nails begin to grow.



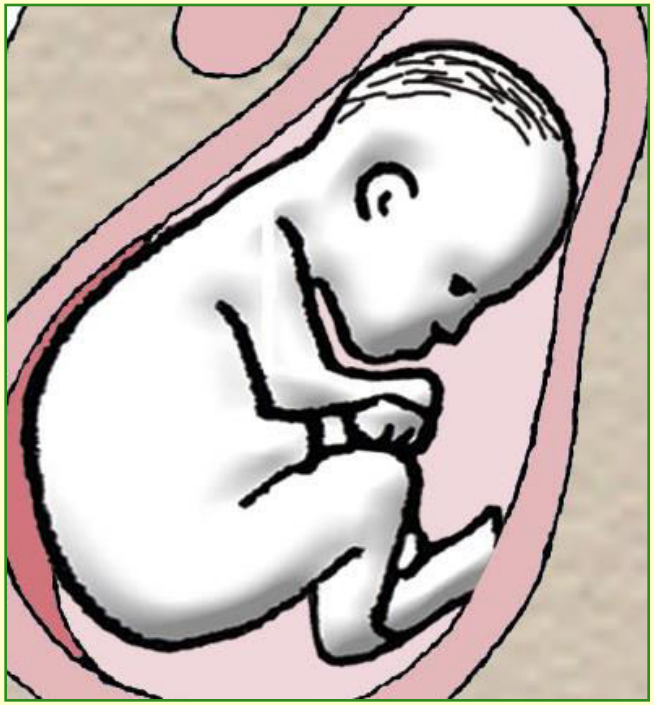
16 weeks

Some bones are hardening. The mother can feel movements and the baby can suck his/her thumb.



20 weeks

The baby is now 25-27 cm long. His/her fingernails and toenails are fully grown.



Activities that may be covered:

- Notice the physical differences in class eg not all children are the same height.

Observe the height differences in other year groups. Notice that each member of staff is unique and different and accepts themselves and others as they are.

- Select school resources which highlight and illustrate the different make and female parts of the body and introduce their various functions.
- Use the images as to how the baby grows in the womb to illustrate the development of a baby.

SOCIAL

How do I learn to accept and celebrate who I am?



What do I like about me?

The way I look?

Something I can do?

The kind of person I am?



Activities that may be covered:

- Ask children to think of three things they like about themselves and three things they are good at. Name one thing they dislike in themselves and one thing they are not good at.

Encourage children to think about their personal qualities as well as their skills and talents.

Devise a character sketch of their talents, skills, likes and dislikes.

- Distribute a small piece of paper to every child with the name of their class friend on it. Ask the children to think carefully about that person and write one thing that person is really good at. Collect papers and share the responses with the class.
- Discuss with class:
  Do we all have the same talents? Are we all good at the same things?
  What would our world be like if we all had the same talents?

- Sit in a circle with the children and ask: What is conflict?

Ask the children to talk to the person next to them and share their ideas.

Ask the children to share a definition of the word 'conflict' and share with the whole class. What conflict do we have at home, school, in the playground and in clubs?

EMOTIONAL

How do I appreciate my own gifts, talents and achievements that make me unique?

Know them…

develop them…

share them…



How do I deal with natural, negative emotions?

Anger?



Jealousy?



Spitefulness?

Greed?



Selfishness?

Activities that may be covered:

- List your talents and achievements.
- Share list with partner and invite partner to add to the list.
- Name and identify the natural negative emotions eg anger, envy gluttony, jealousy, spitefulness.
- Is there someone you can talk to about these emotions?

Activities that may be covered:

- Categorise happy and sad feelings.
- Why am I a mixture of happy and sad feelings – is everyone like this?

SPIRITUAL

Saint Paul's teaching:

Love is patient and kind;

it is not jealous or conceited or proud;

Love is not ill-mannered or selfish or irritable;

Love does not keep a record of wrongs;

Love is not happy with evil, but is happy with the truth.

Love never gives up; and its faith, hope and patience never fails.

1 Corinthians 13:4-7

Year Five

God loves me in
my changing
and development



Objectives

* Know that as we grow we will become different in our…

…bodies

…feelings

…love of God

Keywords

God
Sensitivity
Puberty
Presence
Celebrate

External
Internal
Change
Develop
Ovulation

Physical and Intellectual

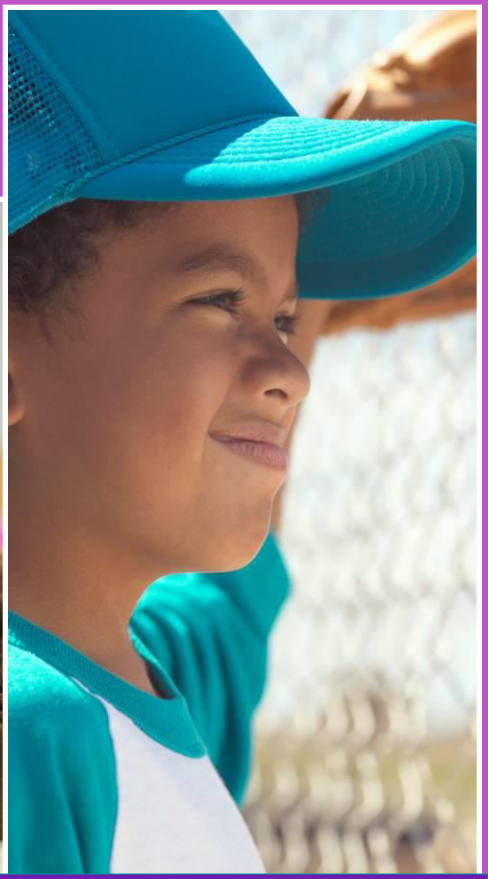
We have changed in many ways since we were born.

We have grown…



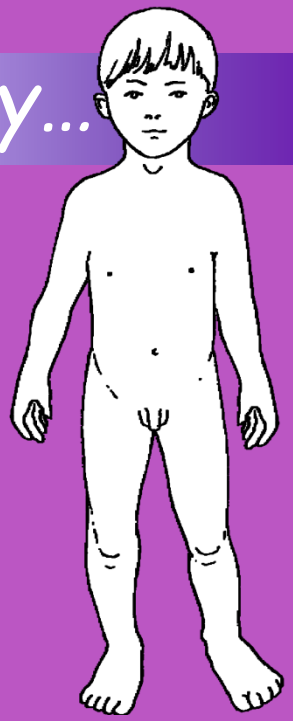


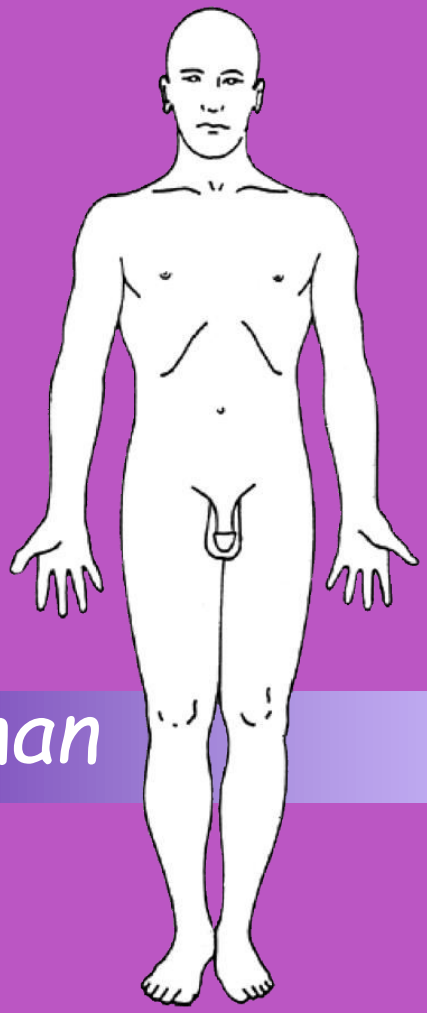




We will change more before we are grown

boy…





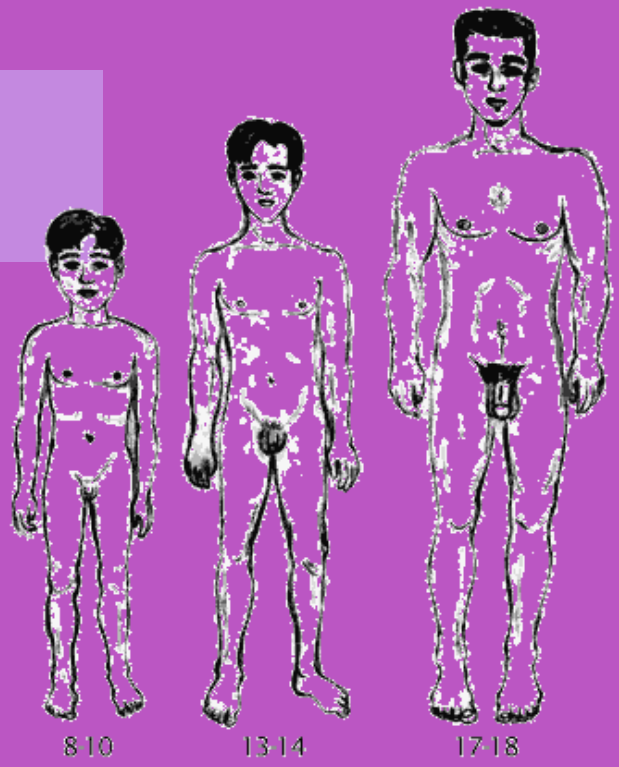
…to man

Physical changes in boys

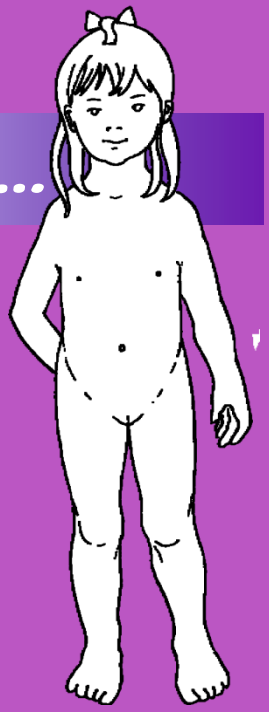
- Testosterone in the bloodstream triggers changes
- Muscles and bones develop
- Voice deepens
- Some boys get uneven breast development in early puberty
- Waist thickens
- Limbs lengthen in proportion to body
- Shoulders broaden
- Wet dreams and erections

Physical changes in boys continued

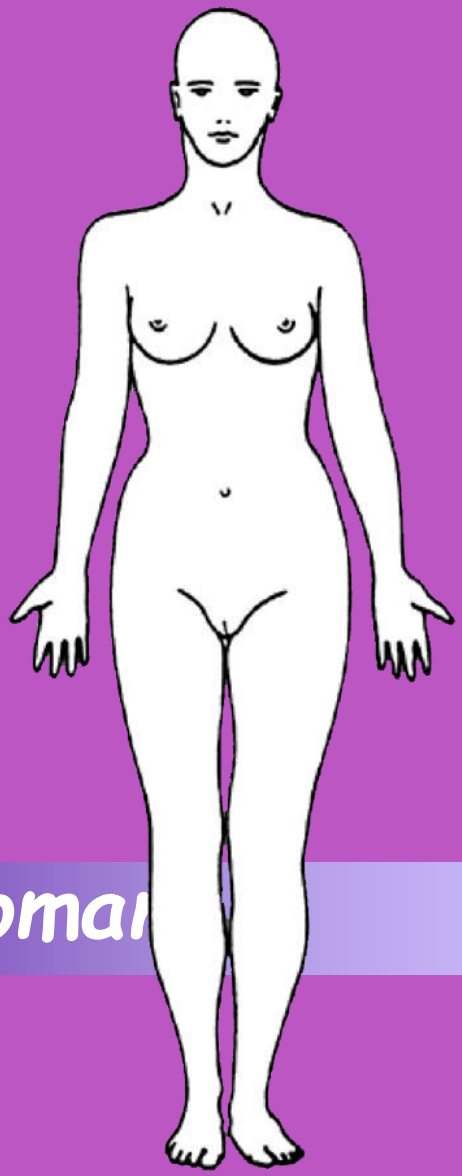
- Penis and scrotum enlarge
- Production of sperm and discharge of seminal fluid during ejaculation
- Adam's apple enlarges
- Hair can grow on face, chest and back as well as underarms and pubic area



girl...

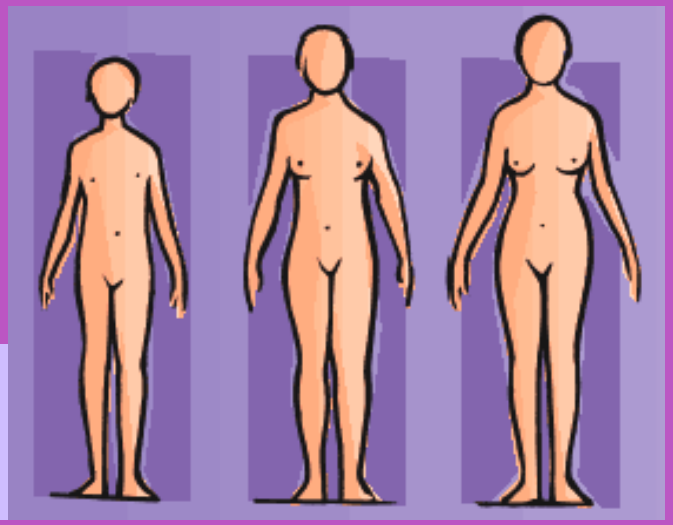


...to woman



Physical changes in girls

- Breasts develop: they come in all shapes and sizes
- Hips broaden and waist slims
- Ovaries produce oestrogen
- Hormonal activity
- Menstruation begins (about 12 months after breasts begin to develop)
- Uterus enlarges
- Vaginal lining thickens

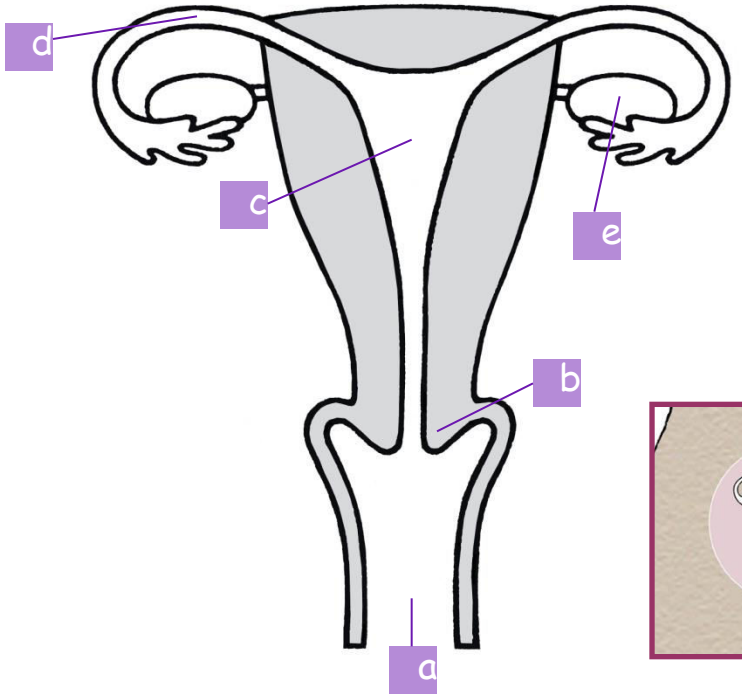


- *Usually start to grow hair on underarm, pubic area and legs*

Menstruation

The menstrual cycle is to prepare the female body for reproduction

Inside a woman's body:



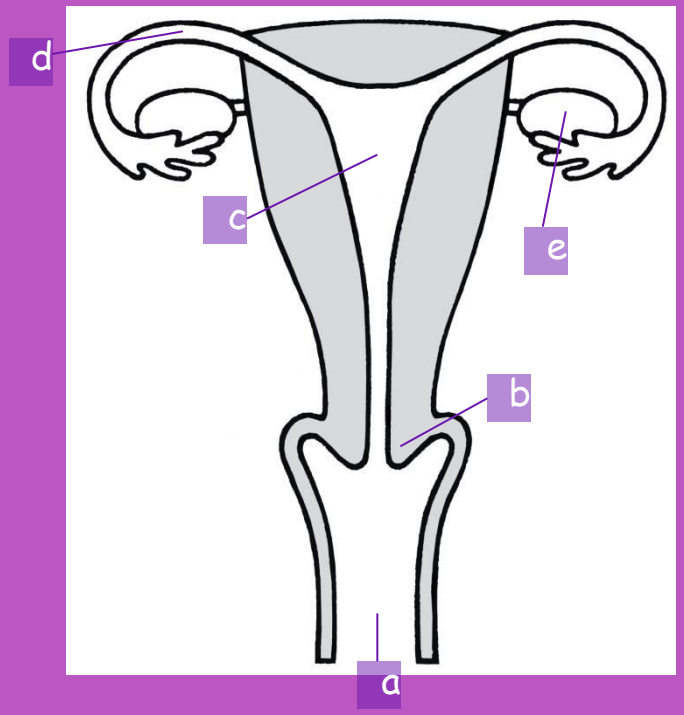
There are 2 important stages:

1. Menstruation

The menstrual cycle is controlled by hormones released from the pituitary gland.
Most menstrual cycles last for about 28 days.
The first day of the period marks the start of the cycle and is counted as day 1.

If the uterus does not receive a fertilised ovum, the lining of the uterus breaks down and is shed over the next few days.
This is called menstruation.

The lining of the uterus begins to thicken and an ovum begins to develop.



a. Vagina
b. Cervix
c. Womb (uterus)
d. Fallopian tube
e. Ovary

2. Ovulation

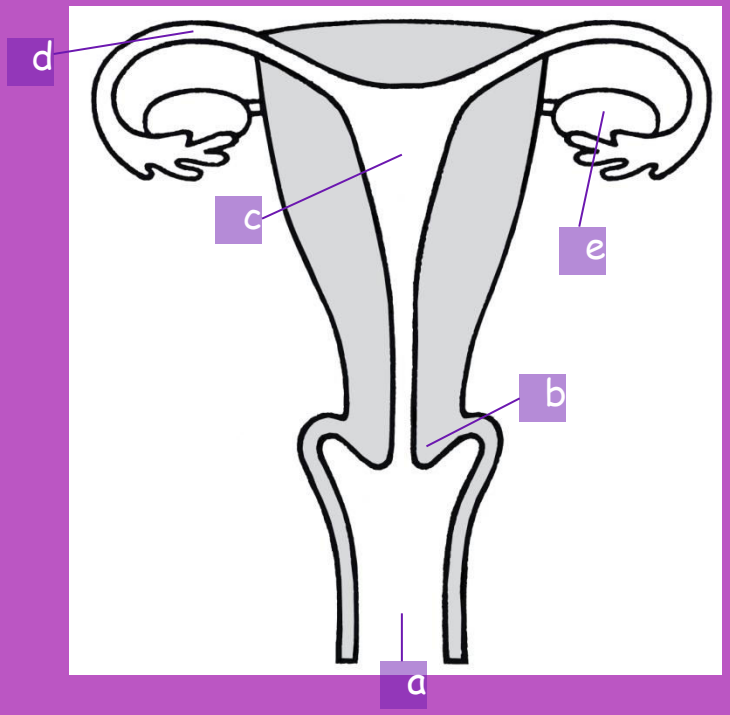
On about the 14th day of the cycle an ovum is released into the fallopian tube. This is called ovulation.

The ovum travels towards the uterus.

The lining of the uterus continues to thicken and gets full of blood in case a fertilised ovum arrives.

If the ovum is not fertilised it will dissolve and a period will occur.

Then the cycle starts again…



a. Vagina
b. Cervix
c. Womb (uterus)
d. Fallopian tube
e. Ovary

These changes are a natural part of growing up





Physical changes from child to adult mean they bring the ability and potential to become a mother or father.

Activities that may be covered:

- Identify and celebrate the ways that I have changed since birth.
- Discuss the external and internal changes which happen to boys and girls in puberty.

Social/Emotional

As we grow up our feelings and behaviour change

- *Production of hormones triggers sexual desire, arousal and urges*
- *Evolving a set of values and moral codes*
- *Seeking independence*
- *Risk-taking behaviour*
- *Concern for the future*
- *Identity formation*

- Need for privacy
- Easily embarrassed
- Moods swing up and down without much warning
- May be divided loyalty between self, friends and parents



How can we be more sensitive to our emotional development and other people's?

Activities that may be covered:

- Recognise behaviour changes as we grow up. Expectations are different and are often dependent on our experiences and treatment try others and our view of the world in which we live.
- Reflect on ways to become more sensitive to the emotional and development of oneself and others.

Spiritual

To live is to change
and to be perfect
is to have changed often.

Cardinal Newman

Activities that may be covered:

- Ask children to share their understanding of change through poetry, prayer, art etc.
- Share with each other and celebrate the wonder of change.

Year Six

The wonder of God's love in creating new life



Objectives

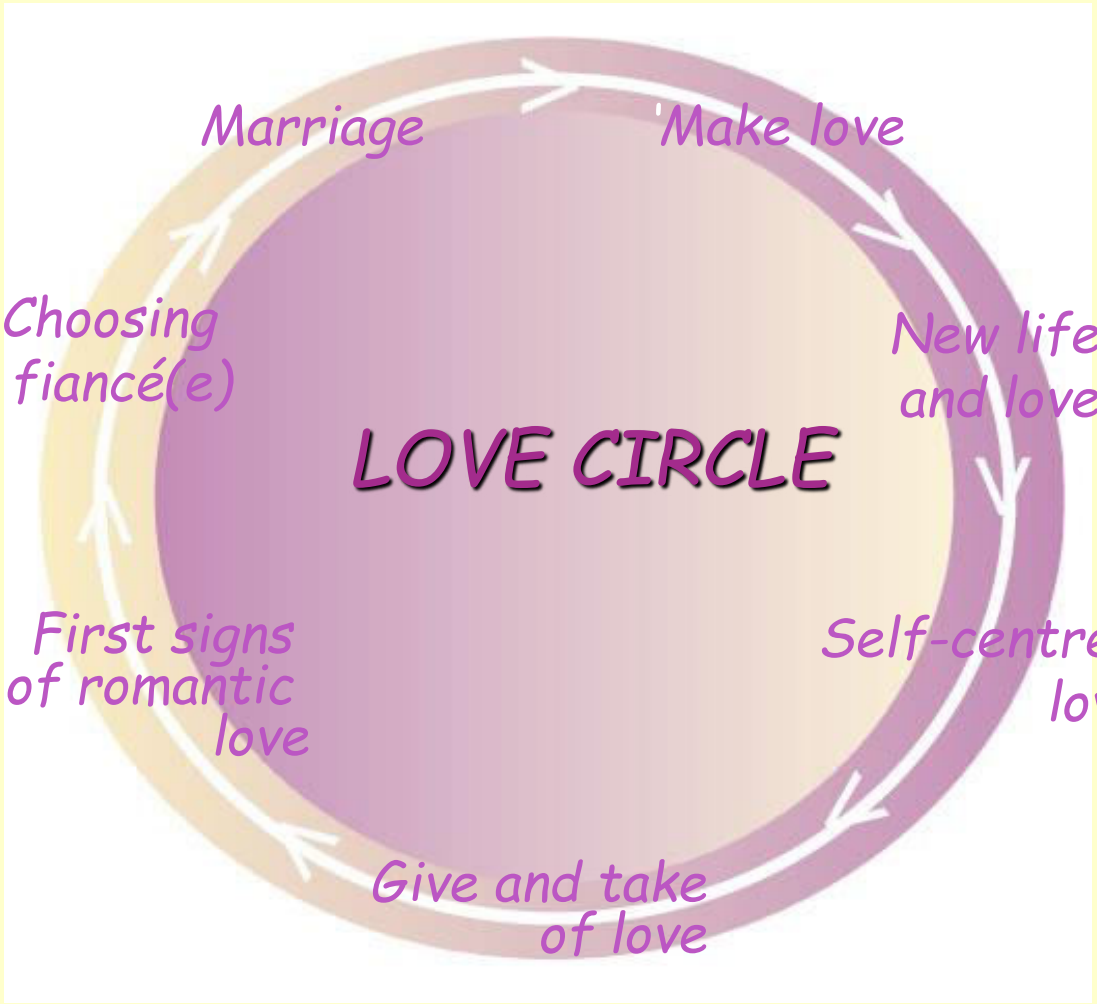
- Know that we are made to love and to be loved.
- Learn the proper ways in which we show our love for one another and for God.

Keywords

God
Christian
Appropriate
Dignity
Sexuality
Intercourse
Fiancé

Fallopian
Conceive
Relationship
Uterus
Cervix
Marriage

The circle of love and life



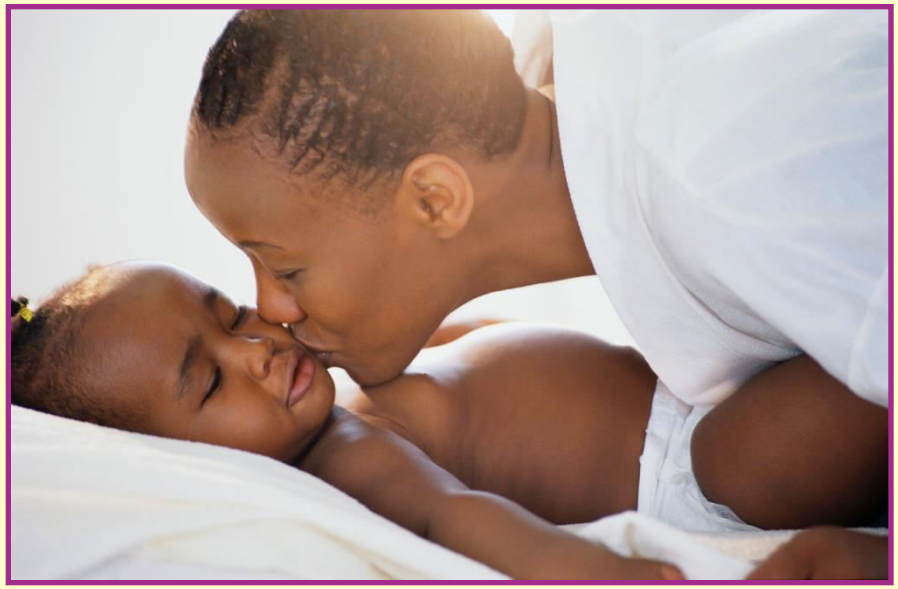
'click'

Love proclaims its presence by signs and the deepest, most intimate and most wonderful of human signs of love is the gift of self in sexual intercourse.

But the natural outcome (all conditions being fulfilled) of sexual intercourse is the conception of new life.
As co-creators the parents bestow life on a new human being.



That human being needs love and will, in time,



express love:
will make love,
and a new
human being
will join us!

To remove 'life', 'love' or 'sex' from the circle destroys God's intended balance and produces severe problems for society.

We are not some casual and meaningless product of evolution. Each of us is the result of a thought of God.

Benedict XVI

PHYSICAL

In all of us

Voice box

Heart

Lungs

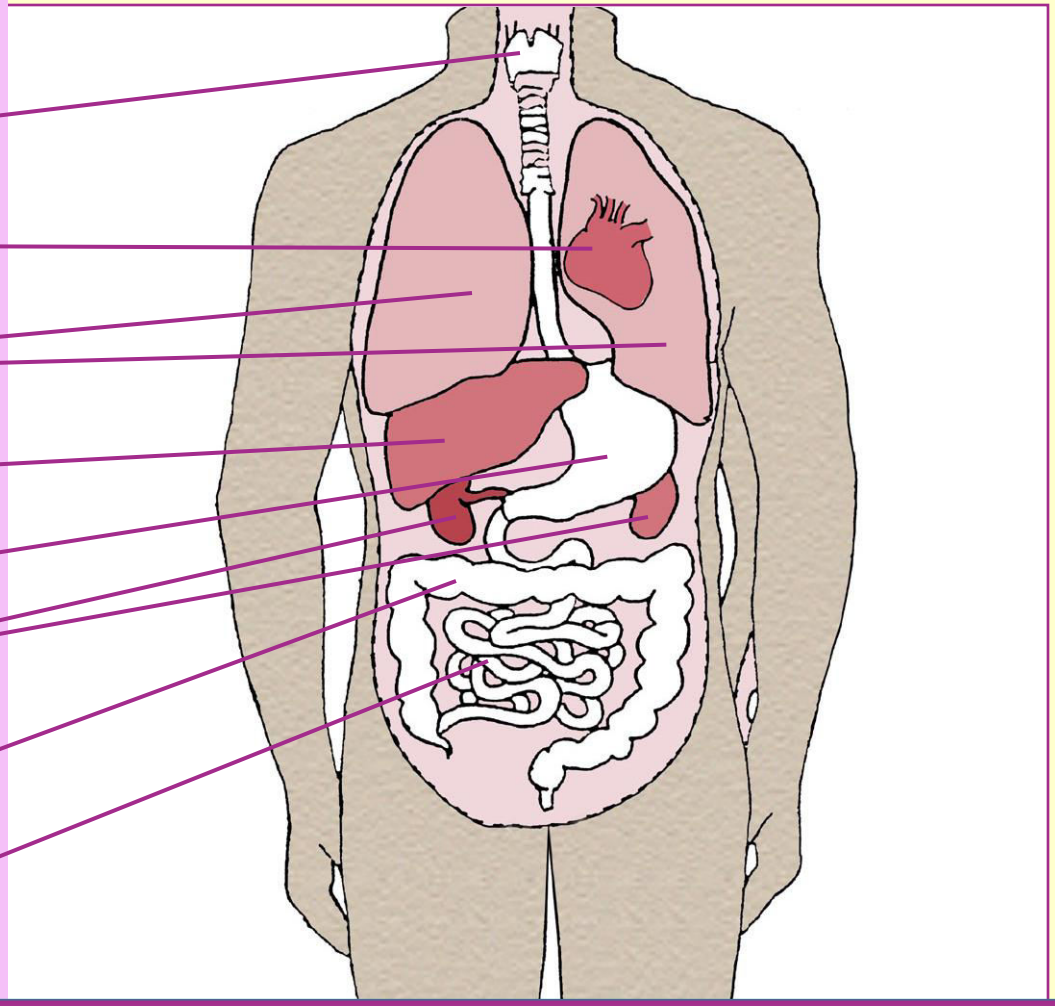
Liver

Stomach

Kidneys

Large intestine

Small intestine



In boys

Sperm duct

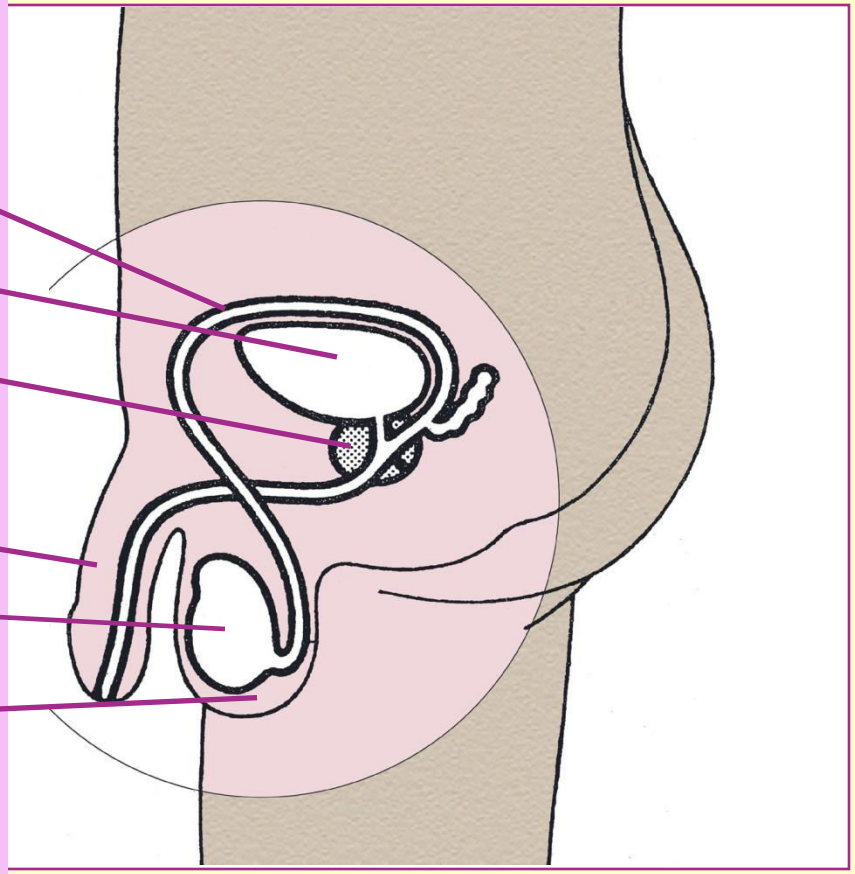
Bladder

Prostate gland

Penis

Testicle

Scrotum



In girls

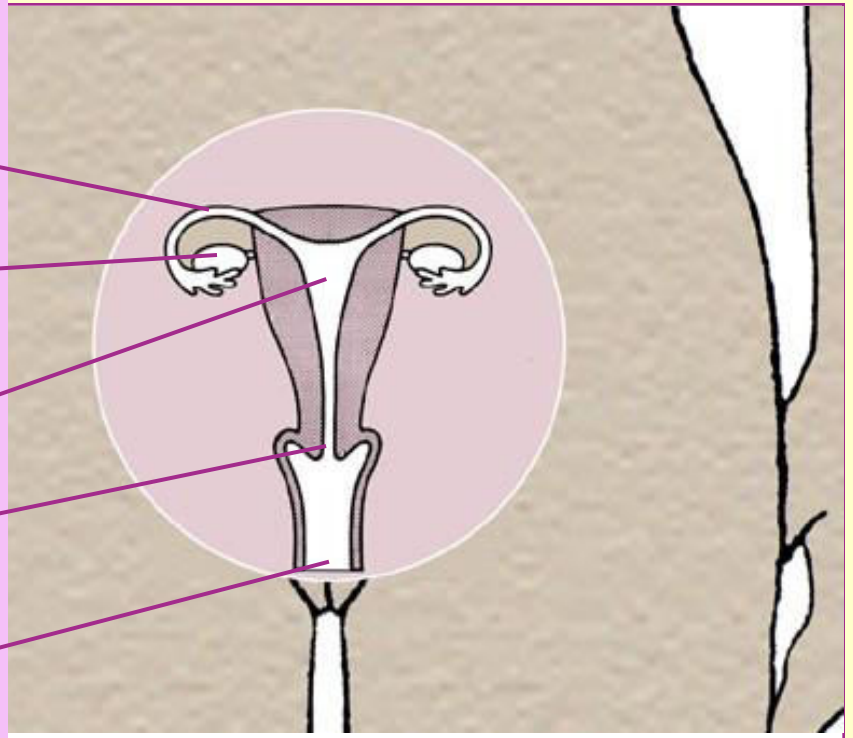
Fallopian tube

Ovary

Uterus (womb)

Cervix

Vagina



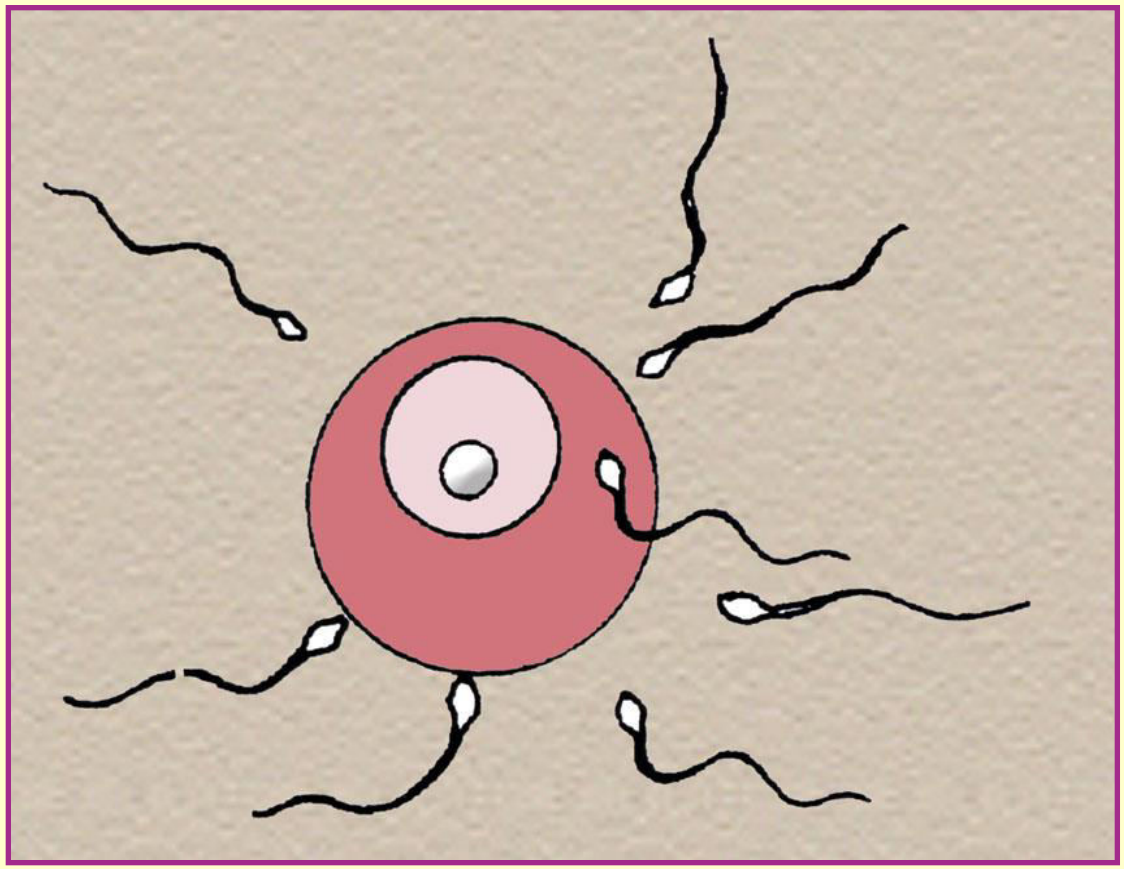
Sexual intercourse between husband and wife is a joyful expression of their love for each other.

It is an act of self-giving made by two people who want to give everything of themselves to the person they love and respect.



When a couple make love the husband's penis becomes stiff and is placed inside his wife's vagina. Millions of sperm cells are released when the man ejaculates.

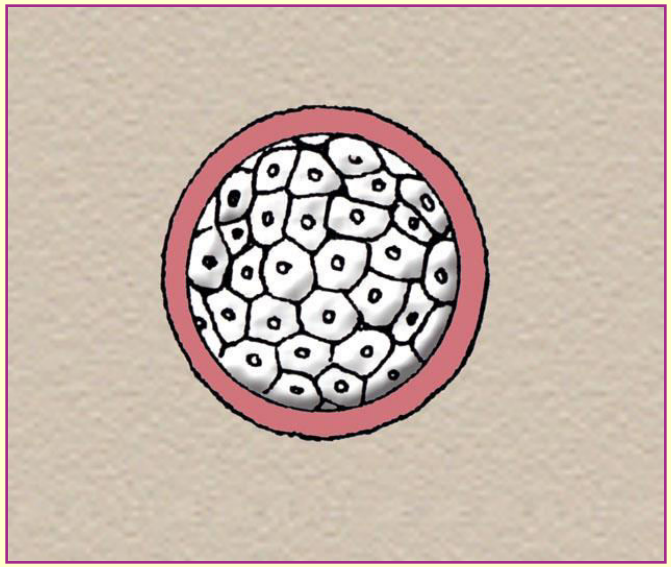
Each sperm cell has a long tail that it uses to swim through the cervix, into the uterus, and eventually into the wife's fallopian tubes.



Although a hundred sperm cells may reach the egg cell only one sperm can enter the egg to fertilise it.

This is called '**conception**'

A baby develops in the mother's womb



After **a few days**, the cell divides repeatedly to form a ball of cells.

After **8 weeks**, the baby has eyes but no eyelids.

It starts making tiny movements but its mother cannot feel it yet.

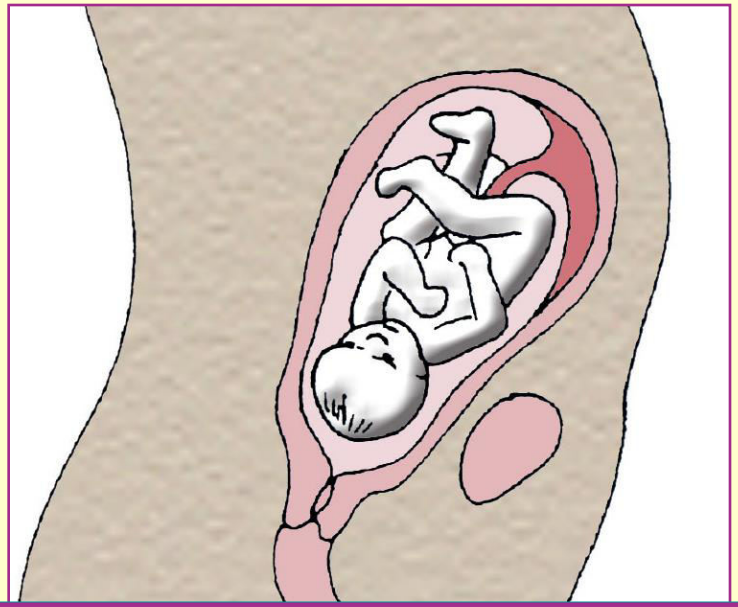


*After **16 weeks**, the baby begins to swallow and to pass urine.*

It has fingers and toenails.

At this stage its skin is bright red and transparent.





*After **24 weeks**, the baby can hear voices and other sounds from outside its mother.*

It has some hair and eyebrows and eyelashes.

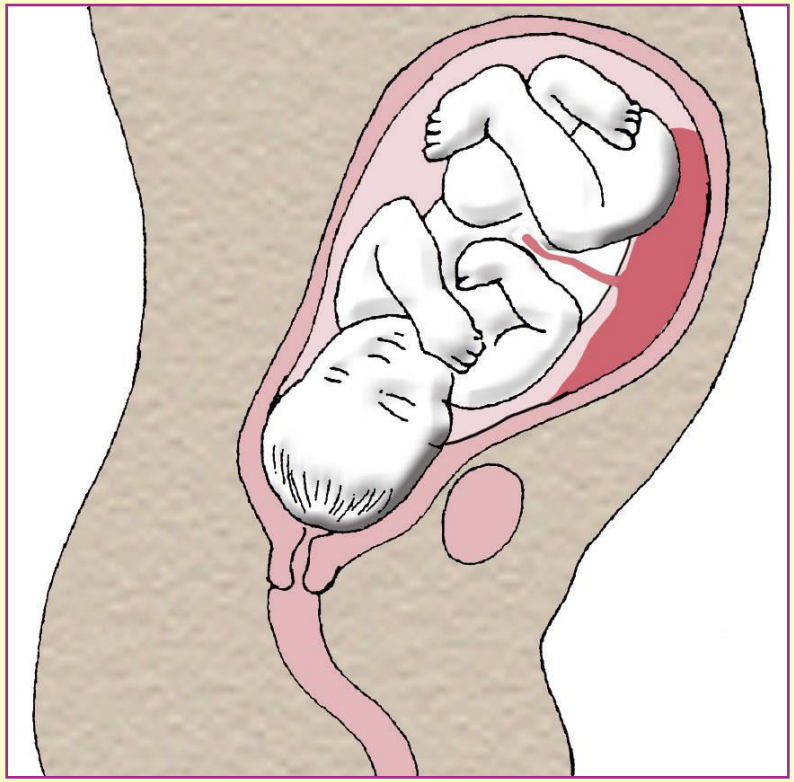
Its skin is very wrinkled.



After **28 weeks**, the baby's kicks are quite strong and can be felt by putting a hand on the mother's stomach.

*After **36 weeks**, the baby has taken up its final position in the uterus.*

Its lungs are getting ready to take their first breath.



The baby continues to get fatter. Some time after 36 weeks, the baby's head is positioned ready for birth.

The baby could arrive any time between the 38th and 42nd week of pregnancy.

Emotional

Relationships develop and eventually you may be able to use the word 'love'.

Real love reveals itself in complete commitment.



Love is caring and sharing with another person.

We can love many people. However, two people can be drawn to a love that at its deeper levels becomes more and more exclusive.

Intimacies are shared with the loved one and not with others.

Love needs more than a single dimension, such as…
a common interest, sexual attraction,
or similar ideas.



A basis for love needs to grow and develop, so that the two people are more and more generous in their shared love.

The relationship needs time to develop and mature…



…ultimately people may decide to marry

Without love, relationships will fail because living with another human being means that they will find out exactly what you are like.

What matters is what kind of person you are and what qualities you bring to the relationship.



Social





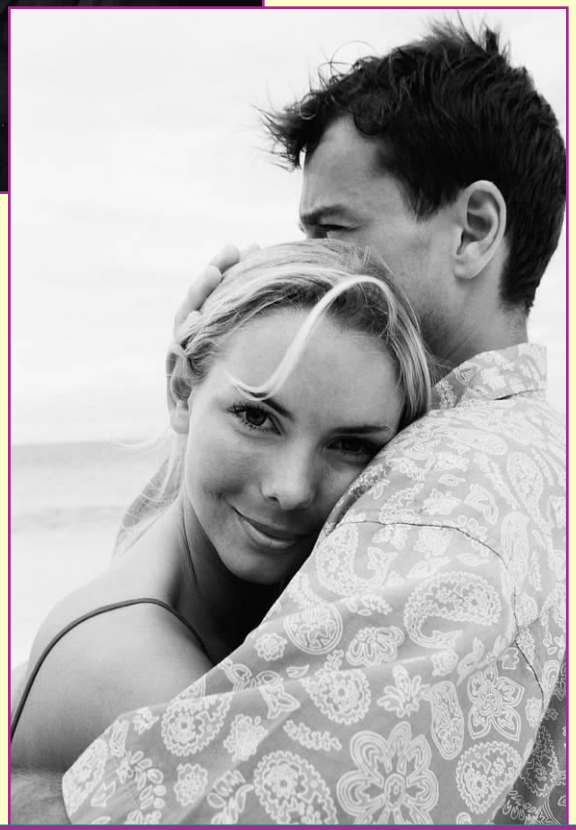




What signs of love do you see in people around you?



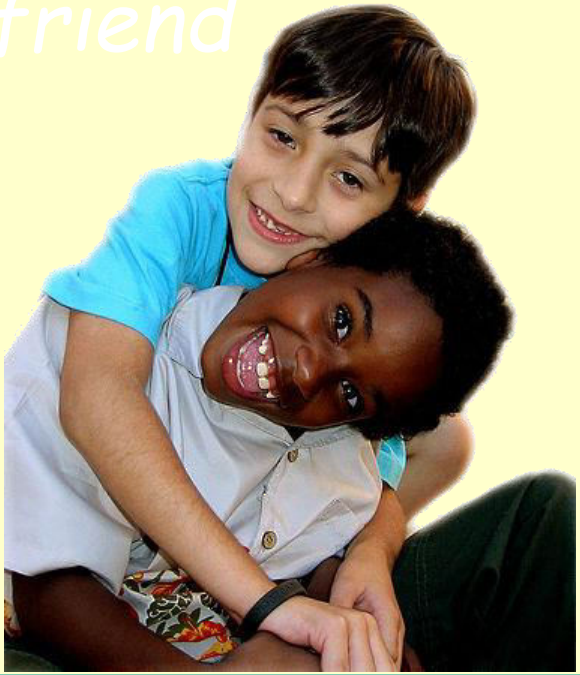






What different kinds of friends can you have?

Best friend





School friends

Boyfriend/girlfriend







Lifelong friends

Activities that may be covered:

- Recognise and compile a list of the signs of love expressed in those around us

Eg signs of love between those who care for us, loving couples, older people.

- Reflect on the different degrees of friendship that exist, eg school friends, close friends, best friends, mixed gender friends, life long friends.

Spiritual

God makes new life begin through the love that parents have for each other.



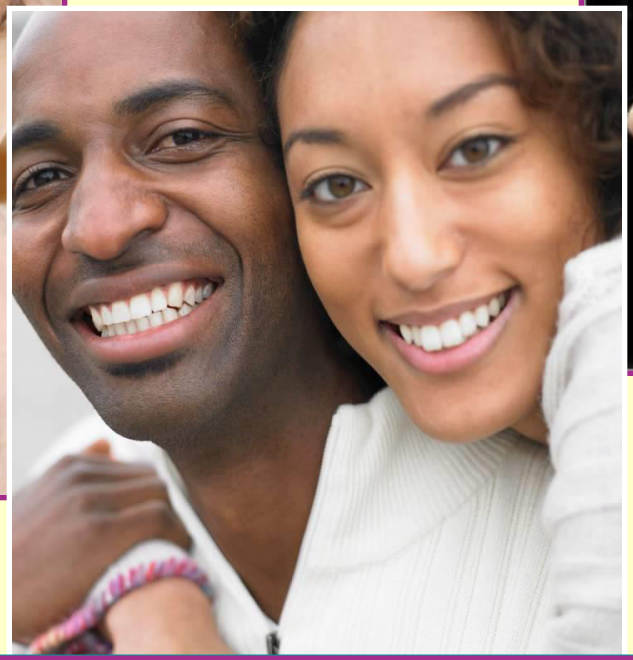


We celebrate God's creative love in creating us as his children.



We recognise that we grow as human beings as we give and receive love.







Marriage is living out love





As Christians we appreciate the sheer wonder of the sexual act.
God created the incredible natural process by which husband and wife bring new life into the world.

The Church celebrates this in the Sacrament of Marriage.



"Marriage based on exclusive and definitive love becomes the icon of the relationship between God and his people and vice versa. God's way of loving becomes the measure of human love."

Deus Caritas Est 11



Journey of Life

For each of us, life is like a journey.

Birth is the beginning of this journey,

And death is not the end; but the destination.



It is a journey that takes us
From youth to age,





From innocence to awareness,
From ignorance to knowledge,
From foolishness to wisdom,
From weakness to strength

and often back again.



From offence to forgiveness,
From pain to compassion,
From fear to faith,





From defeat to victory
and from victory to defeat.

Until looking backward or ahead,
we see that victory does not lie
at some high point along the way,
but in having made
the journey,
stage by stage.



End of presentation