Relationships and Sex Education meeting for Parents

Tuesday 4th July 2023

Focus for the meeting

- When the teaching of RSE will take place
- Why we teach RSE
- Who will teach RSE
- To give an overview of what is taught in each Year Group
- Opportunities for Questions

Journey in Love:

- We use the scheme Journey In Love to teach RSE.
- Each Year group has its own focus and aims
- There are three sections:

Social and Emotional

Physical

Spiritual

Every section has a learning section, questions to consider, learning activities, a pause and reflect section and a prayer to finish

Journey In Love

- The programme a Journey in Love is a recommended resource for the teaching of Relationship and Sex Education because it is compiled specifically to present a Catholic Vision
- The programme presents Church teaching which is what is expected in Catholic schools. The compilers and all those using this are sensitive to the fact that not all children are from the same background or family setting.

When will RSE teaching take place and by whom?

- It will be taught on Tuesday 11th July 2023

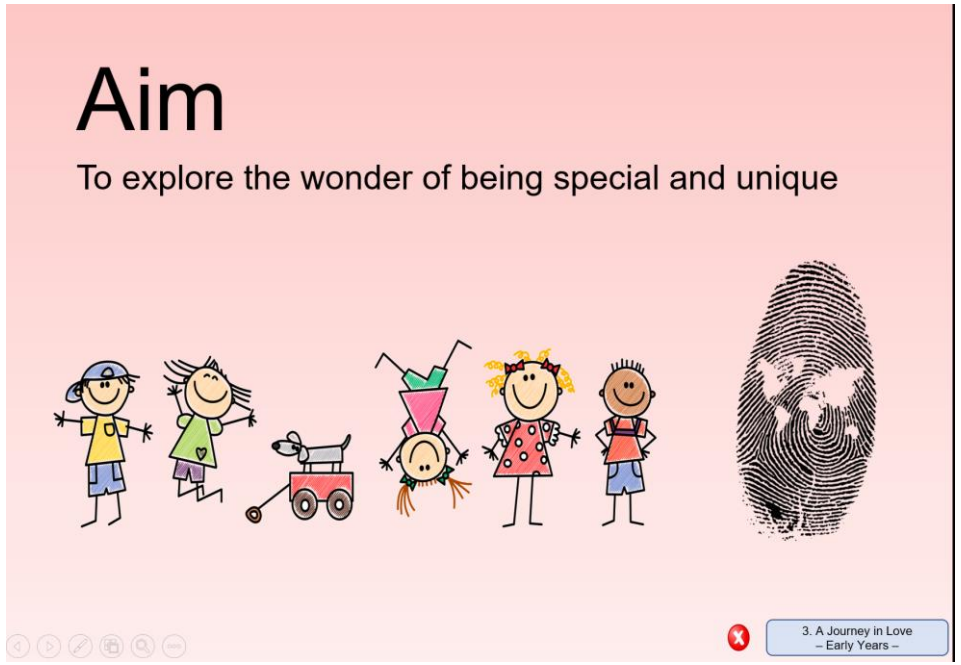
- We will teach RSE as single year groups

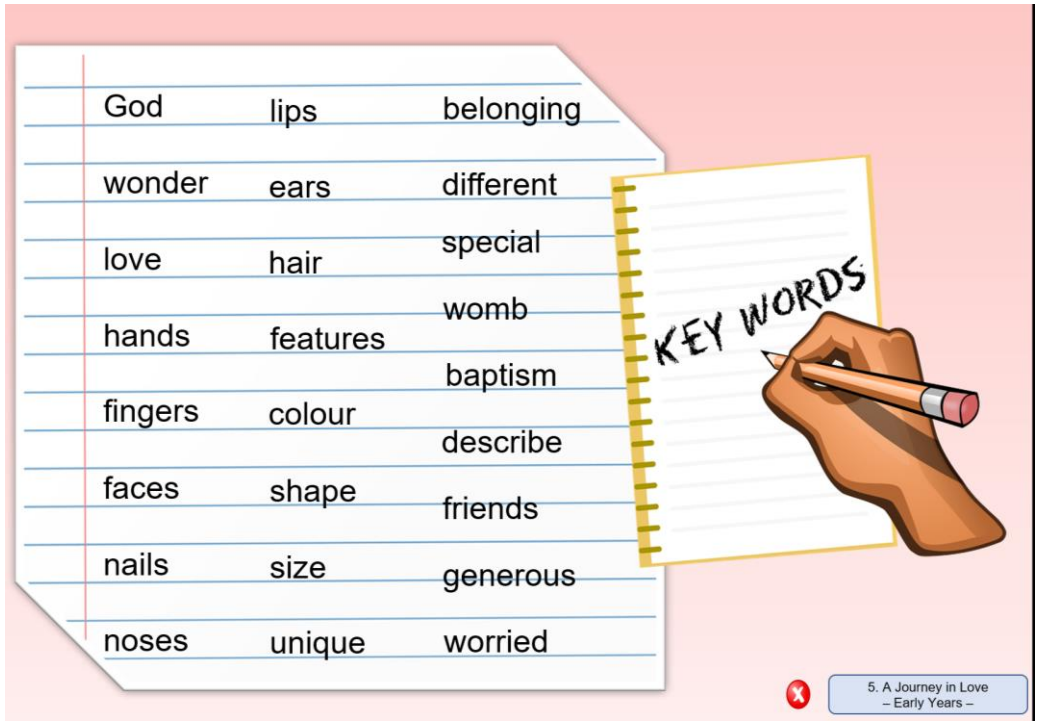
- Reception: Taught by Mrs Thompson
- Year 1: Planned by Mrs Harvey, but taught by Miss Dyer
- Year 2: Taught by Mrs Willmott
- Year 3: Taught by Mrs Bomani
- Year 4: Taught by Mr Justin
- Year 5: Taught by Mrs Harvey
- Year 6: Taught by Mr Schwartz

Question / worry box

- During the session, there will be an opportunity for pupils to ask questions.
- If they do not feel comfortable to ask questions or have a worry they do not want to share with everyone, they can write their questions / worries down and pop them in a box for us to answer later in the session or in a follow up session.
- Years 5 and Year 6 boys and girls will be taught together and then there will be an opportunity on Thursday 13th June where Mr Schwartz and Mrs Harvey will take the boys and girls separately in their year groups taught where the pupils can ask questions or will follow up questions / worries from the box.

Reception Teaching and Learning:





Questions

Why are you special to your family?

How do you know that you are special?

What do you love and enjoy about belonging to your family?

Who would you go to if you felt worried or needed help?

How does God show love to you and your family?



Questions

Look at me – how am I different from you?

Look at you – how are you different from me?

What is it that makes us all different?

Why has God made us all different and special to Him?

How can we be friendly to others, make and keep friends, showing care and being generous when we are together?



Questions

How do we ‘celebrate’ with each other?

What can we remember about happy celebrations in our families?

What church celebrations do we enjoy?

What celebrations do we enjoy and look forward to?



Questions to consider:

- Why are you special to your family?
- How do you know that you are special?
- What do you love and enjoy about belonging to your family?
- Who would you go to if you felt worried or needed help?
- How does God show love to you and your family?

- Look at me – how am I different to you?
- Look at you – how are you different from me?
- What is that makes us all different?
- Why has God made us all different and special to Him?
- How can we be friendly to others; make and keep friends, showing care and being generous when we are together?

- How do we ‘celebrate’ with each other?
- What can we remember about happy celebrations in our families?
- What church celebrations do we enjoy?
- What celebrations do we enjoy and look forward to?
- How can we celebrate being a special part of God’s family?

Possible learning activities:

- Who lives in your family – draw and name each person
- How does your family show that you are special to them and how do they keep you safe?
- What makes you happy in your family? What makes you smile?
- Draw and talk about / label all the people you can go to if you're worried or need help
- God loves you and your family with a special love. List ways that we can thank him.

- Look in mirrors and describe themselves to the person next to them: focus on faces, shape, size, features and whole body. Draw themselves and each other
- Create a whole class display / graph depicting eye colours, hair colours, hand sizes
- Design a thank you card for God thanking him for creating us
- Create a whole class display that shows how we are all friends together.

- Create a family tree with names of all person in the family and show your special place in the family
- Dramatise through role play the joy of being loved and cared for in our families
- Plan a class act of worship celebrating some of the joys of being unique and special to God.

Year 1 Teaching and Learning:

Aim

To focus on families and specially growing up in a loving, secure and stable home.





3. A Journey in – Year 1 –

unique	stable	boundaries	
friend	important	kindness	
respect	different	teasing	
secure	special	bullying	truth
God	signs	positive	lies
love	healthy	negative	
care	safe	wrong	
commitment		unacceptable	



Key words continued...

head	shoulders	penis
eyes	arms	bottom
nose	breasts	anus
mouth	nipple	legs
teeth	waist	knees
tongue	elbows	ankles
throat	vagina	feet
neck	vulva	toes



6. A Journey in Love – Year 1 –

Questions [1]

How is love shown in your family?

Why are the words ‘please’, ‘thank you’, and ‘sorry’ important to create a happy family?

How does saying ‘please’ show care and consideration for members of your family?



Questions Continued on next page >>>

Questions [2]

How does saying ‘thank you’ show love for each other?

How does saying ‘sorry’ show respect, build bridges, keep us safe and help us to build a happy family and mend broken friendships?

Why is teasing and bullying wrong and unacceptable within families and friendships?

Why should we always tell the truth?



Questions

Who is in my family?

How do families show love and care for one another ?

What are some of the characteristics of a happy family?

How do we act with adults that are not in our family or those we do not know?

In what ways are we made in the image and likeness of God?

How does your family help you to keep healthy? Include physical, mental and spiritual health. Include taking care not to spread diseases e.g. washing hands, coughs and sneezing etc.



Questions

What ways have we grown in love and security in our families?

How have we shown love to our families this year?

How do we know that we are loved and cared for by God?

In the story of the *Lost Sheep* how does God show he loves and cares for each and all of us, in our families and school community?

How shall we thank God for his unconditional love?



Questions

Who is in my family?

How do families show love and care for one another ?

What are some of the characteristics of a happy family?

How do we act with adults that are not in our family or those we do not know?

In what ways are we made in the image and likeness of God?

How does your family help you to keep healthy? Include physical, mental and spiritual health. Include taking care not to spread diseases e.g. washing hands, coughs and sneezing etc.



Questions to consider:

- How is love shown in your family?
- Why are the words ‘please’, ‘thank you’ and ‘sorry’ important to create a happy family?
- How does saying ‘please’ show care and consideration for members of your family?
- How does saying ‘thank you’ show love for each other?
- How does saying ‘sorry’ show respect, build bridges, keep us safe and help us to build a happy family and mend broken friendships?
- Why is teasing and bullying wrong and unacceptable within families and friendships?
- Why should we always tell the truth?

- Who is in my family?
- How do families show love and care for one another?
- What are some of the characteristics of a happy family?
- How do we act with adults that are not in our family or those we do not know?
- In what ways are we made in the image and likeness of God?
- How does your family help you to keep healthy?

- What ways have we grown in love and security in our families?
- How have we shown love to our families this year?
- How do we know that we are loved and cared for by God?
- In the story of the Lost Sheep how does God show he loves and cares for each and all of us, in our families and school community?
- How shall we thank God for his unconditional love?

Possible learning activities:

- Draw your family showing some of the ways they show you love and kindness
- Encourage children to retell situations when their families kept them safe and protected
- Create a collage of pictures showing the happy, exciting, enjoyable things you do as a family
- Design a card to cheer up someone who is sad or upset
- Compose a prayer together thanking God for all the signs of his love and care for each person especially in your families
- Work in small adult led groups and share scenarios of someone being teased or bullied. How could the characters in the scenarios change their behavior for the better? Encourage role-play activities
- Paint and draw your family tree
- Draw each member of your family, including yourself and even your pets. Cut them out, write their names on their backs and hang them to make a mobile
- Create a set of responses for children to use with people when they feel unsafe
- Draw around your hand and on each finger; write ways you have grown and changed
- Create a collage showing all of the ways we can stay fit and healthy eg physical activity, dental health, healthy eating, positive relationships etc.
- Why do you think our families set rules and regulations / boundaries for their children to follow eg staying safe at home eg not using certain electrical appliances, not playing with matches, fire etc, setting bed times, restricting tv and digital use, how to cross the road safely and stay safe on the beach / swimming pool etc. Create posters showing some of these ideas on staying safe.
- Create a set of family rules to show how we can live in peace and harmony (include the words please, thank you and sorry)
- Compose a ‘Litany of Thanksgiving’ to God for his constant love, care, protection and keeping us safe.

Year 2 Teaching and Learning:

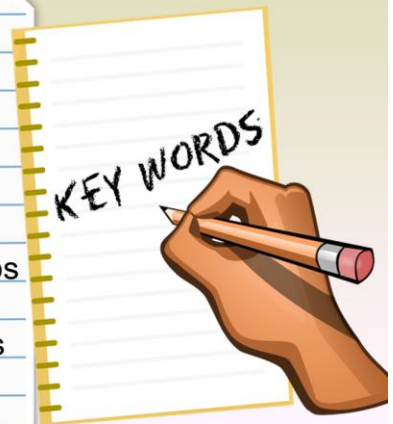
Aim

To describe how we are growing and developing in diverse communities that are God-given.



3. A Journey in Lo
– Year 2 –

community	belonging	secrets
local	family	recognise
global	diverse	emotions
impact	father	friendships
responsibility	mother	relationships
harm	carer	stereotypes
improve	guardian	respect
God-given	feelings	equal



4. A Journey in Love
– Year 2 –

Questions

How would you describe a community?

What are the joys of belonging to a community?

How do different individuals enrich our communities?

How do we learn from each other and show an understanding of the different roles and responsibilities people have in their communities? Look at some key figures that children will be able to make connections with e.g. Teachers, police, swimming instructors, sports coaches etc.

What do you bring to the communities you belong to? (Respect, love, care, generosity of spirit, loyalty and forgiveness).



Questions

What makes us feel safe in families, in our friendships and in our wider communities?

In what ways might you feel unsafe, and when is it not right to keep a secret?

Who would you go to if you were worried or felt unsafe?

What would you do if you were worried about another person whom you considered being unsafe?

Do you know how to ask for help and the appropriate people you can talk to?



Questions

How does the school motto or mission statement celebrate this community?

How do we, as a community, reach out to others in their time of need?

How and where do we meet God in the community?

How do we show respect, love and care for all God has created and strive to keep each other safe?



Questions to consider:

- How would you describe a community?
- What are the joys of belonging to a community?
- How do different individuals enrich our communities?
- How do we learn from each other and show an understanding of the different roles and responsibilities people have in their communities?
- What do you bring to the communities you belong to?

- What makes us feel safe in our families, in our friendships and in our wider communities?
- In what ways might you feel unsafe and when is it not right to keep a secret?
- Who would you go to if you were worried or felt unsafe?
- What would you do if you were worried about another person who you considered being unsafe?
- Do you know how to ask for help and the appropriate people you can talk to?
- How can we use the internet and digital devices safely at home? In school? And with our friends? Is all the information that we see online true? Who can we talk to, to check if what we are seeing is true?
- What are the things that are harming our world and how can we try to stop them? Make links to Laudato Si and care of our common home

- How does the school motto or mission statement celebrate this community?
- How do we, as a community, reach out to others in their time of need?
- How and where do we meet God in the community?
- How do we show respect, love and care for all God has created and strive to keep each other safe?

Possible Learning activities:

- Create an acrostic poem or poster using the words: respect, community, diversity and friendship
- Write a letter describing how you would welcome a new person to your home, school, parish or club
- Write a list of behaviours you could display that would have an impact on the community you belong to eg greet everyone with a smile; respect everyone; treat everyone equally; reduce the use of plastic; pick up rubbish; take care of the elderly etc
- Illustrate a number of scenarios where you feel safe and unsafe
- Write a letter to a friend describing what to do if they felt unsafe
- Create a 'being safe' poster for the classroom with instructions on what to do, who to contact if worried
- Show, in a method of your choice, how the internet and digital devices can be used safely to find things out and communicate with others
- Make a list of things that are harming our world and find a solution to try and improve the situation eg pollution from cars; walk to school; address waste in our oceans and reduce the use of plastic
- Create a class display depicting pupils in the school community living out the school's mission statement
- Discuss and share in groups, ways we meet God in the communities we belong to
- List some communities in you school and parish locality. (homes for the elderly, nursing homes, St Vincent de Paul groups…)
- Contribute to a whole class scene or individual scene drawing / painting / using collage to show people being generous with their time and talents, contributing to building strong, safe caring communities and engaging in charity work. Make links to CAFOD and Missio and charities supported through the school.

Year 3 Teaching and Learning

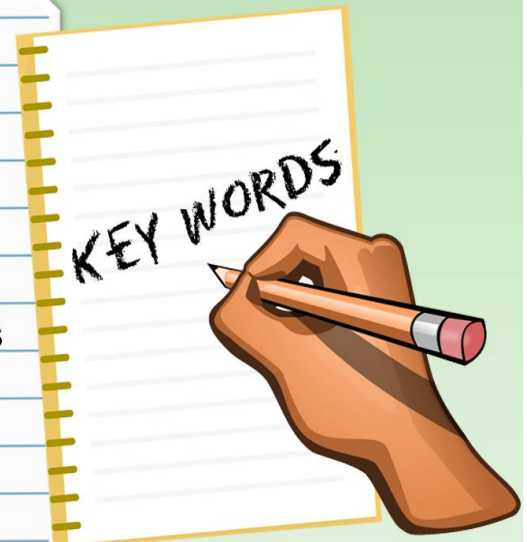
Aim

To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe.



3. A Journey in Love – Year 3 –

community	carer	trust
God-given	guardian	selfless
belonging	feelings	generous
family	emotions	reasons
diverse	friends	difficulties
father	loyalty	positive
mother	kindness	respectful



4. A Journey in Love – Year 3 –

Questions



How do friendships make us feel happy and secure?

Who could you turn to if you didn't feel safe in a friendship?

What is the difference between a relative, a friend and an acquaintance?

How would you respond to an adult you do not know who makes you feel uncomfortable or unsafe?

What are the qualities, characteristics of a true friend?

Sometimes people behave differently online, even our friends.
How can we make sure these friendships are positive and safe?

How can friendships change?

Questions



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Sometimes people behave differently online, even our friends.
How can we make sure these friendships are positive and safe?

How can friendships change?

Questions

How does the gift of the Sacrament of Reconciliation help restore friendship with God and others?

Forgive us our trespasses as we forgive those who trespass against us.' How can these words inspire, help and guide us to improve our friendships?

What Bible stories teach us about the beauty of forgiveness?
Luke 15:11-22, Luke 15:4-7, Luke 17:3-4, Luke 7:47-49, Luke 19: 1-10.

What does the phrase: "To err is human to forgive is divine" mean to you?

St Francis de Sales said: A quarrel between friends when made up, adds a new tie to friendship." How would you explain the following quote to your friends and others.



Questions to consider:

- How do friendships make us feel happy and secure?
- Who could you turn to if you didn't feel safe in a friendship?
- What is the difference between a relative, a friend and an acquaintance?
- How would you respond to an adult you do not know who makes you feel uncomfortable or unsafe?
- What are the qualities, characteristics of a true friend?
- Sometimes people behave differently online, even our friends. How can we make sure these friendships are positive and safe?
- How can friendships change?

- What things trigger disappointments between friends and within friendship groups?
- How do these people feel?
- What might be the best way to resolve conflict in friendships?
- Healthy friendships make people feel included; how should we react if we or others feel lonely or excluded? What strategies could be used to ensure that they are included?
- Why is violence never the answer?

- How does the gift of the Sacrament of Reconciliation help restore friendship with God and others?
- How can these words inspire, help and guide us to improve our friendships?
- What Bible stories teach us about the beauty of forgiveness?
- What does the phrase: "To err is human, to forgive is divine" mean to you?
- St Francis de Sales said: "A quarrel between friends when made up, adds a new tie to friendship." How would you explain this quotation to your friends and others?

Possible Learning Activities:

- Create your own ‘five finger challenge’ or write a recipe for friendship
- Create a ‘WORDLE’ showing the characteristics of positive friendships
- Contrast ‘Friendship is … Friendship is not …’ and give reasons for your answer
- Set up scenarios or broken friendships or invite children to create their own. Ask children to take it in turns to assume the role of peer mediator and say what advice you would give
- List some of the consequences of broken friendships and ask children to find ways of mending these
- Create a fact sheet / flow diagram of the steps you would take if a friendship was making you feel unhappy, uncomfortable and you could not resolve it on your own. A, at home, B, in school, C, in the wider community eg after school club, D, on-line
- Find a variety of ways to demonstrate how pupils of St J & St T ensure that, they look out for each other and take care of each other, to support the positive mental health and well-being of all
- Write a story about a friendship being broken and reconciled describing the feelings and emotions
- Using 1 Corinthians replace Love is … with friendship is … give reasons how each statement can be lived out
- How can the words of St John Henry Newman: “To live is to change and to be perfect is to have changed often,”, help us to live in friendship with God and others?

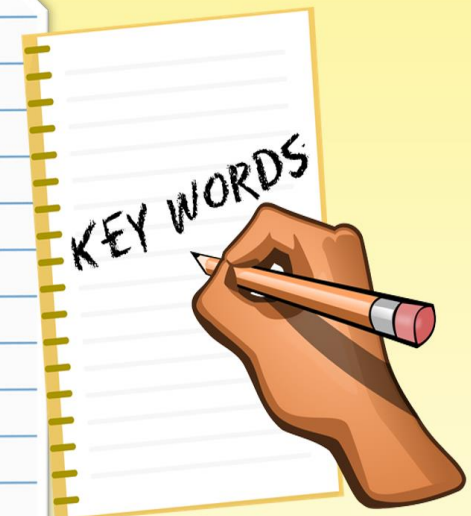
Year 4 Teaching and Learning

Aim

To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.



God	cultural	bullying
gifts	biological	polite
talents	respect	uniqueness
difference	courtesy	innate
development	manners	beauty
change	sensitivity	dignity
stereotype	religious	
acceptance	belief	



Questions

Is there more to courtesy and manners than saying ‘please’ and ‘thank you’?

In what ways is being polite and courteous helping to make a better world to live in?

How would you ensure that you have a part to play in keeping yourself and others in your family and community safe?

How do authority figures help communities and societies work together better?

How should we include everyone and celebrate each others’ differences in school, home and in communities?



Questions

How do we respect others, even when they are different from ourselves: physically, ethnically, culturally or in religious beliefs? How might these differences change over time as we grow?

In what ways can we expect to be treated with respect by others and in turn show them the same respect?

How can we challenge the stereotypes that encourage bullying of all kinds?



Questions (continued)

How could daring a friend to do something you would not like to do challenge the golden rule ‘treat others as you would like them to treat you’?

Is it the right thing to pressurise someone into doing something they would not be comfortable doing? E.g. keeping a secret that is not right to keep.

How can we recognise the innate dignity of every person and ask God to help us to see it?



Questions

What makes you unique?

What are your special qualities, gifts, and talents?

What attributes do others recognise in you?



Why are being honest, truthful and having integrity positive attributes?

How can your gifts be used for the common good?

What is it that we can do for each other to support each other’s mental health and wellbeing, recognising the importance of expressing feelings.

Questions to consider:

- Is there more to courtesy and manners than saying please and thank you?
- In what ways is being polite and courteous helping to make a better world to live in?
- How would you ensure that you have a part to play in keeping yourself and others in your family and community safe?
- How do authority figures help communities and societies work together better?
- How should we include everyone and celebrate each others' differences in school, home and in communities?

- How do we respect others, even when they are different from ourselves: physically, ethnically, culturally or in religious beliefs?
- How might these differences change over time as we grow?
- In what ways can we expect to be treated with respect by others and in turn show them the same respect?
- How can we challenge the sterotypes that encourage bullying of all kinds?
- How could daring a friend to do something you would not like to do challenge the Golden Rule 'treat others as you would like them to treat you?'
- Is it the right thing to pressurize someone into doing somethings they would not be comfortable doing?
- How can we recognize the innate dignity of every person and ask God to help us to see it?

- What makes you unique?
- What are your special gifts and talents?
- What attributes do others recognise in you?
- Why are being honest, truthful and having integrity positive attributes?
- How can your gifts be used for the Common Good?
- What is it that we can do for each other to support each other's mental health & wellbeing, recognizing the importance of expressing feelings

Possible Learning Activities:

- Add or adapt St Paul's letter to the Colossians giving advice on how make society better
- 'Manners makes the man/woman' – manners makes me. Give examples on word and action of how we do this to make a better world for everybody.
- Create a poster showing that bullying, teasing and unkindness do not contribute to the upbuilding of communities or promote positive mental health and well-being
- Create a leaflet / information booklet on the people in your community that you could go to for help and how you would contact them.
- Use a number of ways we are different: physically, mentally, culturally, biologically, ethnically and in religious beliefs
- Design a poster to show all are welcome in our communities
- Look at the UN Convention on the Rights of the Child. And compile a class charter to show that all are equal and make links with the Golden Rule https://www.savethechildren.org.uk/content/dam/global/reports/uncrc-child-friendly-version1.pdf & https://www.unicef.org/media/56661/file
- Write a list of Golden Rules for the way we should treat everyone in our school community eg list how to treat others on the playground, during lessons, sports matches etc
- Prepare an act of worship celebrating our differences appreciating that God loves us and accepts us as we are
- Compose a 'litany of thanks' to God for the unique gifts of friends / family, eg for Kirsty's kindness, thank you Lord
- Create a card depicting examples of your God-given uniqueness being recognised and appreciated at home, school and in the clubs to which you belong
- Create an 'act of worship' to celebrate the beauty and uniqueness of the class

- Choose one of the following scripture texts and say why you have chosen it:

- Psalm 119: you created me, and you keep me safe; give me understanding, so that I may learn your laws

- Isaiah 64: You are our Father, Lord. We are like clay, and you are like the potter.

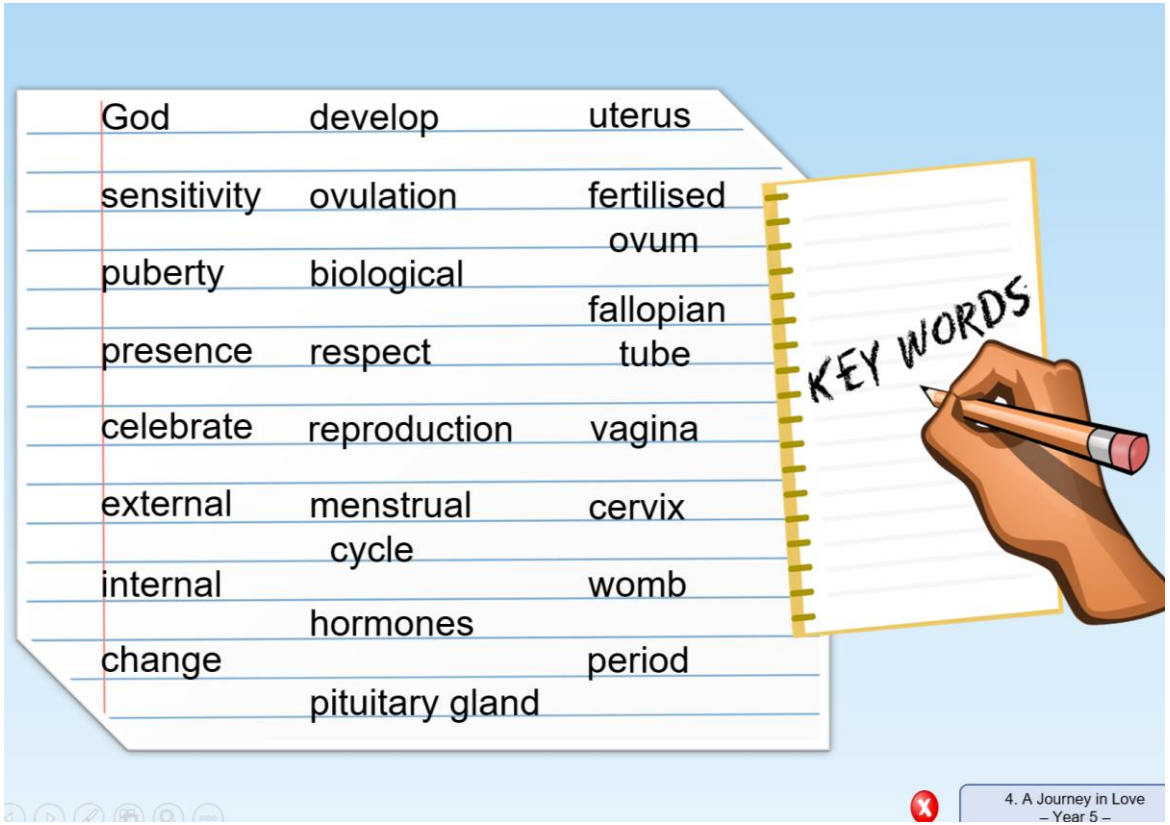
- 1 Peter 4: 10 – 11: Each one muse use for the good of others the special gift he has received from God.

Year 5 Teaching and Learning

Aim

Show knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives.





Questions

List any behaviour changes you recognise as you are growing and developing.

Do you think these changes have affected any friendships, and how?

Are these determined by how others treat you?

Are there ways you are becoming more sensitive to your emotional development and that of others?



Questions continued on next page >>>

Questions (continued)

If a friend was struggling with their self-confidence and self-esteem, what would you advise them to do?

Where would you go and/or who would you go to for advice or to report concerns for yourself or on behalf of a friend because you are worried about being unsafe, feeling uncomfortable or concerned for your own or their mental health and wellbeing?
How can this translate to keeping safe on-line?



Questions

How do you we recognise the emotional, internal and external changes that happen during puberty?

Why do we think we might need to change our hygiene routines during the time of puberty; why is it important to keep clean and maintain a good personal hygiene?

How do we know what physical contact is appropriate, inappropriate or unsafe? Can this be extended to other forms of contact and what might these be?

As we grow and change how do we recognise the God of love who journeys with us?



Questions

What does it mean to grow holistically, e.g. physically, socially, emotionally, intellectually and spiritually?

Are there ways and means we can ensure each aspect happens healthily?

What difficulties might you face as your body changes and grows?

God's love surrounds you always and His Holy Spirit guides and protects you.
How will this help you to be respectful of your own body and help you to be courageous in the face of changes?



Questions to consider:

- List any behaviour changes you recognize as you are growing and developing
- Do you think these changes have affected any friendships and how?
- Are these determined by how others treat you?
- Are there ways you are becoming more sensitive to your emotional development and that of others?
- If a friend was struggling with their self confidence and self esteem, what would you advise them to do?
- Where would you go and / or who would you go to for advice or to report concerns for yourself, or on behalf of a friend because you are worried about being unsafe, feeling uncomfortable or concerned for your own or their mental health and wellbeing? How can this translate to keeping safe online?

- How do we recognise the emotional, internal and external changes that happen during puberty?
- Why do we think we might need to change our hygiene routines during the time of puberty; why is it important to keep clean and maintain a good personal hygiene?
- How do we know what physical contact is appropriate, inappropriate or unsafe? Can this be extended to other forms of contact and what might these be?
- As we grow and change, how do we recognise the God of Love who journeys with us?

- What does it mean to grow holistically?
- Are there ways and means we can ensure each aspect happens healthily?
- What difficulties might you face as your body changes and grows?
- God's love surrounds you always and His Holy Spirit guides us and protects you. How will this help you to be respectful of your own body and help you to be courageous in the face of changes?

Possible Learning Activities & Supported discussions:

- List some social and emotional changes and how these might present themselves within friendships

Pupils may include some of the following:

- Easily embarrassed
- Need for privacy
- Moods swing up and down without much warning
- Divided loyalty may occur between self, friends and parents
- Production of hormones triggers sexual desire
- Arousal and urge
- Evolving a set of values and moral codes
- Seeking independence
- Risk taking behavior
- Concern for the future, identity formation

- Consider how to recognise and report feelings of being unsafe, feeling threatened, feeling anxious due to the way you are being treated by an adult.
- Design an A5 pamphlet with information on how to seek for help or advice for yourself or others? Include strategies that could be used to help someone when they are feeling low or not confident, promoting positive mental health and wellbeing

- Discuss the physical changes that take place during puberty. Discuss how it is normal for children to go through these changes at different times
- Recognise that sexual development is a natural part of growth and that physical changes from child to adult means the ability and potential to become a mother and father. The purpose of the menstrual cycle is to prepare the female body for reproduction. There are two important stages to be completely aware of and prepared for: Menstruation and ovulation
- Discuss how, as well as physical changes, emotions may change and / or become more intense as they grow and move through puberty. Discuss how these changes can positively and negatively affect physical, emotional & mental health.
- As our bodies change there is pressure from outside including social media to look and feel a certain way. This can include images in the media that do not always reflect reality.
- How can we deal with these external pressures and who can we talk to if we are unsure or do not understand the changes that are happening?
- The following are different aspects of human love, think of reasons why / if each of these is important in our lives:

Parental love; romantic love; affectionate love; selfless love; sexual love

Create a table showing each aspect of love and say why it is important. Debate the beauty and joy of each and the challenges they may pose

Create a piece of artwork that depicts yourself in the flourishing image of God that He created you to be. Surround yourself with the people in your life who will/have support/ed you on this journey/adventure.

Year 6 Teaching and Learning

Aim

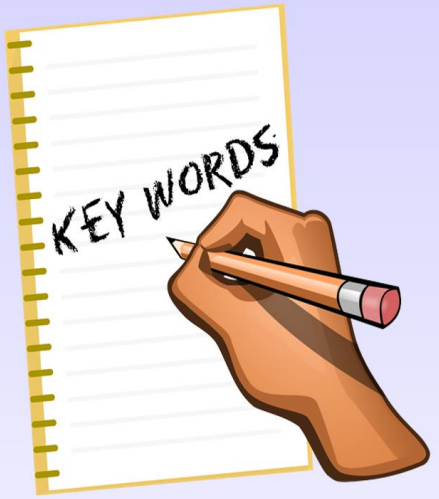
To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.



3. A Journey in Love – Year 6 –

God

Christian	appropriate
sexuality	dignity
fallopian	intercourse
relationship	conceive
cervix	uterus
fiancé	fiancée



4. A Journey in Love – Year 6 –

Questions

What is your understanding of love?

St Paul tells us:

Love is always patient and kind; love is never jealous; love is not boastful or conceited, it is never rude and never seeks its own advantage, it does not take offence or store up grievances. love does not rejoice at wrongdoing, but finds its joy in the truth.

It is always ready to make allowances, to trust, to hope and to endure whatever comes. love never comes to an end. As it is, these remain: faith, hope and love, the three of them; and the greatest of them is love.



Questions continued on next page >>>

Questions (continued)

What does it mean to be patient, kind and never jealous?

What does it mean not to be boastful, conceited, and to never seek advantage?

What does it mean to not take offence, store up grievances or rejoice at wrongdoing?

Explain what it means that love finds its joy in the truth, is always ready to make allowances, endure whatever comes and never comes to an end?



Questions

What are the key building blocks of a loving relationship?

How does conception take place?



Questions

- What are the characteristics of positive respectful relationships?
  Include the different ways that we can make friends and relationships with others? e.g. social media platforms.
- When making friends on-line we should be cautious of the information we share and how it could be used: positively or negatively.
- When building relationships on-line, how can we recognise risks, such as inappropriate images, language and behaviour, and to who and how we would report these?



Questions (continued)

- What sorts of boundaries are appropriate in friendships with peers and others, including in a digital context? If boundaries have been crossed; such as inappropriate or unsafe contact, how would we report this and where could we get advice?
- How can we ensure that we are contributing to the wellbeing of others and are taking steps to avoid seeing negatives; how would this impact on building positive relationships?
- How can we discover the presence of God in family and friends?



Questions to consider:

- What does it mean to be patient, kind and never jealous?
- What does it mean not to be boastful, conceited and to never seek advantage?
- What does it mean not to take offence, store up grievances or rejoice at wrongdoing?
- Explain what it means that love finds its joy in the truth, is always ready to make allowances, endure whatever comes and never comes to an end?

- What are the key building blocks of a loving relationship?
- How does conception take place?

- What are the characteristics of positive respectful relationships?
- When building relationships online, how can we recognise risks, such as inappropriate images, language and behavior and to who and how do we would report these?
- What sort of boundaries are appropriate in friendships with peers and others, including in a digital context? If boundaries have been crossed: such as inappropriate or unsafe contact, how would we report this and where could we get advice?
- How can we ensure that we are contributing to the wellbeing of others and are taking steps to avoid seeing negatives; how would this impact on building positive relationships?
- How can we discover the presence of God in family and friends?

Possible Learning Activities:

- Consider and share ways you experience St Paul's teaching on love in your family, extended family, school or in your communities.
- Each one of us is special, unique and loved by God, so also are all our families. Families also take the shape of many different forms. All types of families are special, unique and loved by God. How many different types can you suggest? Examples inc: traditional, fostered, adopted, single parent, divorced, extended families etc
- From your own experience, outline and share some key qualities and gifts that contribute to having stable, caring, happy and loving families. Suggest any strategies you could use when relationships go wrong to rebuild and maintain them
- The Sacrament of Marriage is a union of man and woman and is a reflection of the love between Christ and the Church and the love of God. It also represents a formal and legally – recognized commitment, intended to be lifelong

Pope Francis teaches: "Marriage is a daily job. We could even say it is like craftsmanship. In a way it is like being a goldsmith, because a husband makes his wife more of a woman and she in turn should make her husband a better man."

Research details of a 'Marriage preparation course' and write a report on ways you think it helps couples prepare for this sacrament.

- Look at the illustrations of the organs of the human body including the male and female reproductive organs and explain how human life is conceived.

- Understand how a child grows within the mother’s womb
- List the characteristics of positive relationships and how these can make us feel happy and secure and how we are appreciative to God for these
- Create an information film clip / video / poster / powerpoint for the rules of keeping safe online and how to keep our information protected from those that may harm us.
- Marriage represents a commitment which is intended to be lifelong. List any other relationships that are lifelong and the steps taken to improve and support these relationships
- Look at an ‘order of service’ or a DVD of a ‘marriage’ and discuss some positive steps undertaken by the couple to ensure life-long relationships

FAQs from Parents

Question 1

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 forming healthy relationships with other people. The greatest fulfilment and deepest relations for most people will be within the Sacrament of Marriage, when the complementarity of genders allows us to glimpse our God as Creator. Other relationships, such as those with parents and siblings, are also influenced by our gender, as are 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.

Question 2

What do we teach?

The Programme a '*A Journey in Love*' is a recommended resource for the teaching of Relationship 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: Early Years to Key Stage Two. Young people are encouraged to marvel at the wonder and beauty of God's creative love reflected in each person under the components: social and emotional, physical and spiritual. Each section has suggested progressive/developmental tasks/activities/reflections, cross-curricular links e.g. R.E., science, art, drama, music, literacy, prayer and hymns.

Overview of Themes

PRIMARY

Early Years:	The wonder of being special and unique.
Year 1:	We meet God's love in our family.
Year 2:	We meet God's love in the community.
Year 3:	How we live in love.
Year 4:	God loves us in our differences.
Year 5:	God loves us in our changing and developing.
Year 6:	The wonder of God's love in creating new life.

Question 3

The programme presents the ideal; how are families with other family structures referenced?

The programme presents Church teaching which is what is expected in Catholic schools. The compilers and all those using this are sensitive to the fact that not all children are from the same background or family setting.

Question 4

Do you find that having Sex Education lessons draws attention to the subject and thereby encourages children and young people to 'try it out'?

We have no evidence to suggest this, but knowledge is surely better than ignorance. We do not want to leave our children in dangerous spaces.

Question 5

Do you teach boys and girls separately and why?

This is entirely up to the school. In most instances when the information is shared children receive it together.

Question 6

When are children taught about homosexuality and how do you approach this in a Catholic setting?

This would be dealt with before the end of Key Stage 2 (if it arises) and information would be expected to be age appropriate. You will find in the 'glossary' what the Catechism teaches about homosexuality.

Question 7

My parents were not married when I was born. Was that wrong? My parents are not married now.

We need to teach that the best care of children is within marriage. We do not, however, level judgement. Pope Francis advocates a special kind of tenderness and compassion toward young unmarried couples.

Question 8

Contraception is a common feature in discussions, with reference to AIDS, unplanned pregnancy and sexually transmitted disease; is this addressed at Primary school?

In the 'glossary' the Church's teaching on contraception taken from the Catechism (#2368) is clearly stated. Sexually transmitted diseases are referred to in KS2 but treated in more detail in KS3.

Question 9

What is Church teaching on same – sex marriage?

In nearly all cultures and in all times, marriage has been understood as a total union bodily, emotionally and spiritually between man and woman. Of its nature it is sexual because sex is the only way our body can form a complete union with another. Only a man and woman can enter into this total union of marriage because each person's body complements the other in sexual intercourse.

Sexual intercourse produces the single biological good in pregnancy and birth. This is the beginning of a family and protects the children by introducing them to the idea of a committed and stable relationship.

Relationships between people of the same sex do not include this biological good and so, therefore, in the Church's eyes, such relationships cannot be regarded as marriage.

Long-standing and stable relationships between people of same gender are considered "close friendships" because there is no complementarity. At the heart of marriage is the necessary sexual expression that should be naturally procreative. Therefore, same sex relationships cannot be regarded as marriage.

Civil partnerships were designed to give same-sex couples the civil and legal rights that opposite -sex couples have; any legislation that reduces discrimination is welcomed by the Church. The argument for same-sex marriage is also based on the principles of equality and non-discrimination, but this is not the issue for the Church. The comparison of one relationship to the other does not respect the radical difference between the sexes.

Question 10

What is Church teaching on transgender issues?

The advice given and always taken by the schools involved has been to act with compassion and understanding and help the individual to be reintegrated into the school community with the gender that he/she feels most natural. This can only happen after sensitive preparation on the part of the school.

Question 11

What is Church teaching on female genital mutilation?

We need to be aware in primary schools of this as children are sometimes withdrawn for holidays in countries and cultures where this is practised. The Church can only be strongly opposed to such mutilation.

Question 12

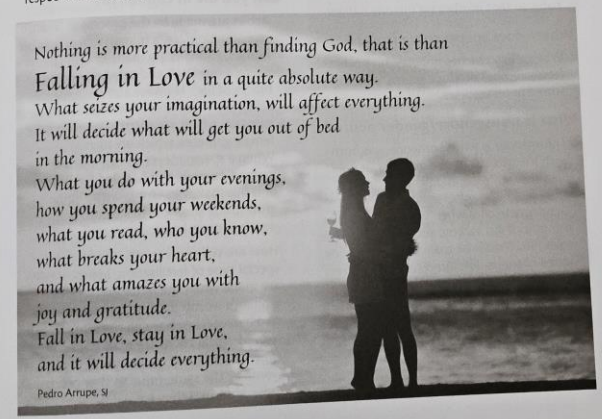
What is Church teaching on anti-radicalisation?

The process of radicalisation can begin surprisingly early in child development and we must therefore be watchful, alert to what our children may be exposed to at a time when they are struggling to achieve a personal moral compass. During adolescence there is an impulse to be different – which includes holding radical beliefs – and this is a natural challenge that needs to be sensitively addressed. This would not be in order to force children to conform, but to help them realise that God loves all his children and wishes them to respect one another.

I have a dogmatic certainty:
God is in every person's life.
Even if the life of a person has been a disaster.
Even if it is destroyed by vices, drugs or anything else.
God is in this person's life.
You can, you must try to see God in every human life.

Even the weakest and most vulnerable, the sick, the old, the unborn and the poor are masterpieces of God's creation, made in his own image, destined to live forever, and deserving of the utmost reverence and respect.

Pope Francis



FAQs from Children

(Years 5 & 6 pupils)

Why do girls have periods?

Every month a girl releases an egg from her ovary which will find its way into the womb. If the egg is fertilised by a sperm, she becomes pregnant and the fused egg and sperm will become a baby. If the egg is not fertilised it is shed from the womb, together with the womb lining. This is a called a 'period.'

What happens if the baby is the wrong way round when the mum-to-be is ready to give birth?

Sometimes the baby can be turned around by special manipulation on the pregnant tummy. Sometimes the baby can be delivered normally, even if it is feet first. Sometimes the mum might need an operation called 'Caesarean' to deliver the baby, so that mother isn't in any danger.

Where does sperm come from?

When a boy reaches puberty, his hormones (testosterone) produce sperm, which is stored in his testicles.

What is transgender/gender neutral?

Transgender is when someone was born with the genitals of one gender but identifies with – and on the inside feels more like – the other gender.
Gender neutral is when we do not classify things into girl vs. boy, and we don't divide roles into female vs. male. It covers a wide range of topics, like 'Boys can wear a dress' for example, or 'Boys and girls can share the same bathroom. This is sometimes not about whether you are a boy or a girl, but the way people expect boys and girls to behave.'

Why can't men have babies? – Surrogacy and IVF

Babies need to be carried in a womb and only women have a womb. Surrogacy is when a couple ask another woman (a 'surrogate') to carry their baby.
This is usually when the couple cannot have a baby of their own.

IVF: In vitro fertilisation is a process in which an egg is combined with sperm outside the body, in vitro – literally 'in glass' – in the laboratory. An ovum or ova from the woman is fertilised with sperm from the man and then replaced in the woman's womb to grow and develop in the normal way.

How are twins created?
Why is there pain in childbirth?
Can you die in childbirth?

Babies are made by the process of "human reproduction", i.e. a human makes another human. Humans are made of cells (these contain our DNA and are the building blocks of life). Humans also have special cells called "gametes". Men have male gametes, which are sperms. Women have female gametes, which are eggs.
When a sperm meets an egg inside a woman's womb, this is called fertilisation, and this makes an embryo. The embryo will grow inside the woman's womb and develop into a baby.

How are twins created? – Twins are a special type of fertilisation. Identical twins are made when the fertilised egg inside the woman's womb divides into two and makes two babies (they have all the same DNA). Non-identical twins are made when two eggs are fertilised by two sperm in the womb at the same time, so that two babies grow, although they have different DNA.

Why is there pain in childbirth? – Childbirth is the body's way of signalling that it is time for the baby to be delivered – the womb squeezes itself to 'push' the baby out; this squeezing is called 'contractions' and it is often painful. In historical times there was nothing to help with this but, nowadays, a woman can choose from a variety of different types of pain relief from doctors and midwives.

Can you die in childbirth? – Most women having babies don't have problems. Sometimes, however, childbirth doesn't always go according to plan. In the past, childbirth used to be very risky, both for the woman and the baby, because babies can get stuck during delivery or the mother could bleed after the birth or even get infected. In the old days there were no antibiotics and some mums got blood poisoning, and this can kill. However, nowadays we have very advanced care for women when they give birth, which means it is safe for mum and baby. Unfortunately, this isn't true everywhere in the world. In some poorer countries where they do not have the same healthcare, childbirth can be much more risky.

When does puberty start?

Puberty is when a boy's or girl's body starts to change and become like that of an adult. It usually begins anywhere between the ages of 8-14. The exact age it starts is different for each person. It can take about 4 years to fully develop an adult body – again it varies in each person.

Why do people go through puberty?

Children go through puberty because their bodies need to fully develop fully develop reproductive organs, which are needed to make babies.

How do girls have milk?

In pregnancy the woman produces certain hormones in the body which have an effect on the breast tissue itself and which will produce milk to feed the new baby God has created.

Why do men use condoms?

There are two reasons:

- To avoid pregnancy.
- To avoid transmitting sexual infections.

Can a Catholic be bisexual?

'Bisexual' is the word usually given to people who find themselves sexually attracted to both genders; in his or her sexual make-up then, a Catholic can certainly be bisexual. In practice the answer must be no, since the Church teaches that only sexual activity between a man and a woman in marriage is morally acceptable.

Learning to love encompasses a range of relationships not just sexual ones, because human beings flourish through various and different relationships with other people. God's gift of friendship is a way of loving, and while sexual loving presupposes friendship, friendship does not require full sexual involvement.

Cardinal Basil Hume

Glossary (Revised)

An aid for the teacher (what the Church teaches)

Abortion

Human life is so precious and unique that it must be respected and protected from the moment of conception. From this moment, Christians have recognised the human being that God is forming in the womb as sacred and inviolable. Therefore, the deliberate termination of a pregnancy is gravely wrong.

Aids

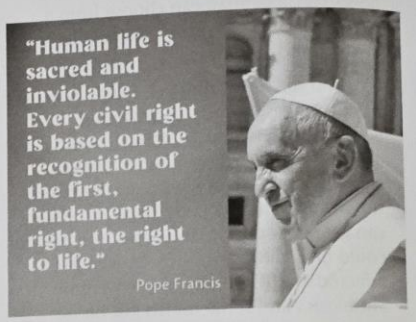
(Acquired Immune Deficiency Syndrome) is a physical condition caused by a virus, in which the body loses its ability to resist infection. Aids is transmitted by sexual intercourse, through infected blood, needles, and blood products and through the placenta. Regardless of whether the act by which the virus is transmitted is moral or immoral, the actual condition is neither. It is a tragic, life-threatening disease that deserves Christian compassion and care.

Annulment

For a Christian marriage to be genuine – that is, valid and lawful – certain conditions apply. For example, each partner in the marriage must be completely free to make the life-long commitment involved. If, after the marriage ceremony, one or more of the conditions required can be proved to be unfulfilled, the Church authorities can be petitioned to declare the marriage invalid – null and void. There must be a serious reason and proven evidence for such a petition.

Anti-radicalisation

The process of radicalisation can begin surprisingly early in child development and we, must therefore, need to be watchful, alert to what our children may be exposed to at a time when they are struggling to



achieve a personal moral compass. During adolescence there is an impulse to be different – which includes holding radical beliefs – and this is a natural challenge that needs to be sensitively addressed. This would not be in order to force children to conform, but to help them realise that God loves all his children and wishes them to respect one another.

Birth Control (See contraception)

Celibacy

Making a conscious choice not to marry and to abstain from sexual relationships is usually associated with the Catholic priesthood and the religious life, although of course it is a lifestyle open to all. Consecrated celibacy for 'the sake of the kingdom of heaven' (CCC #1579) is intended to be a witness and sign of total dedication to Christ and his Church.

Chastity

Abstaining from sexual intercourse until married (while preparing for marriage, for example) is a Christian virtue and considered to be one of the fruits of the Holy Spirit. (See Celibacy)

Civil Partnerships

The Bishops' Conference in 2003 stated that the Church welcomes and endorses the removal of unjust and discriminatory treatment against all people, since "a civilized society must recognize that everyone retains their human and civil rights simply by virtue of their inherent dignity as human beings." (www.carolinefarrow.com December 2011). However, the Conference noted that some of the provisions made in the Civil Partnership Act were unnecessary, because the inequalities it addressed had already been remedied in other legislation. A further development has been that same-sex couples are allowed legally to marry (Act 2013). The Church has always taught that sexual relations should take place with marriage between a man and a woman.

Conscience

The Church teaches (CCC #1778) that a person is bound to follow faithfully what he or she truly believes to be right and just. This judgement, which needs to be properly informed, springs from the person's reason, which recognises the moral quality of an action that she/he is going to perform or has performed. Pope St John-Paul II said that a person's conscience is where he/she encounters God.

Contraception

Since the Church considers, for sound reasons, that the place for sexual intercourse is only within marriage, contraception is considered as the 'regulation of births', 'for example, the spacing of births within the family (CCC #2368). A distinction is made between natural and artificial means of contraception. Natural is the use of the infertile periods of the wife; artificial is the use of condoms, the pill, the cap etc. 'Natural' contraception, because it accords with Nature, is approved; artificial means are considered illicit.

Dignity of the individual

Individual persons are consciously aware of their unique personal identities; the Church would add that being created by a loving God is the true source of this individuality and dignity. It is from this that the authenticity of Human Rights spring.

Divorce

The marriage promises (vows) manifest the exclusive and permanent nature of the life-long marriage commitment. The Church believes that, if mature persons freely choose to make such a commitment and all the conditions for a valid marriage are present, it is a sacramental and unbreakable union. Divorce is a judgement of the courts of the civil authorities (the State) by which the bond of marriage is declared broken or dissolved. It is a civil act not acknowledged by the Church. Nevertheless, pastors will do all they can to help and support divorced persons. Such compassionate pastoral care is encouraged by Pope Francis in his encyclical of March 2016, Amoris Laetitiae.

Family

Love, with its accompanying security, is the first basic need of the newborn child; this is best supplied and experienced in the unit of mother, father and child(ren) that we know as 'the family'. This natural and traditional unit of society provides the balanced care of both female and male to promote the child's growth into autonomous and mature independence. In single-parent families that exist, for whatever reason, it falls to the lone parent to do whatever he/she can to promote this growth.

Female genital mutilation

We need to be aware in primary schools of this as children sometimes go for holidays in countries and cultures where this is practised. The Church is strongly opposed to such mutilation. It is also a criminal offence.

Transgender

The advice given – and always taken by the schools involved – has been to act with compassion and understanding and help the individual to be reintegrated into the school community with the gender that he/she feels most natural. This can only happen after sensitive preparation by the school.

God's love is unbounded: it has no limits.

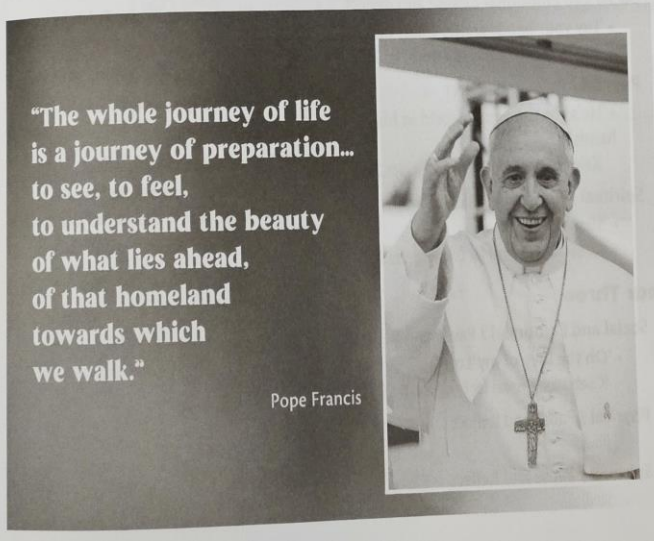
Pope Francis

In the name of God respect, protect, love and serve life, every human life.

Pope St John Paul II

The school of Christ is the school of love. On the last day, when the general examination takes place, love will be the whole syllabus.

St Robert Bellarimine



Questions?