Relationships and Sex Education meeting for Parents Years 5 & 6

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

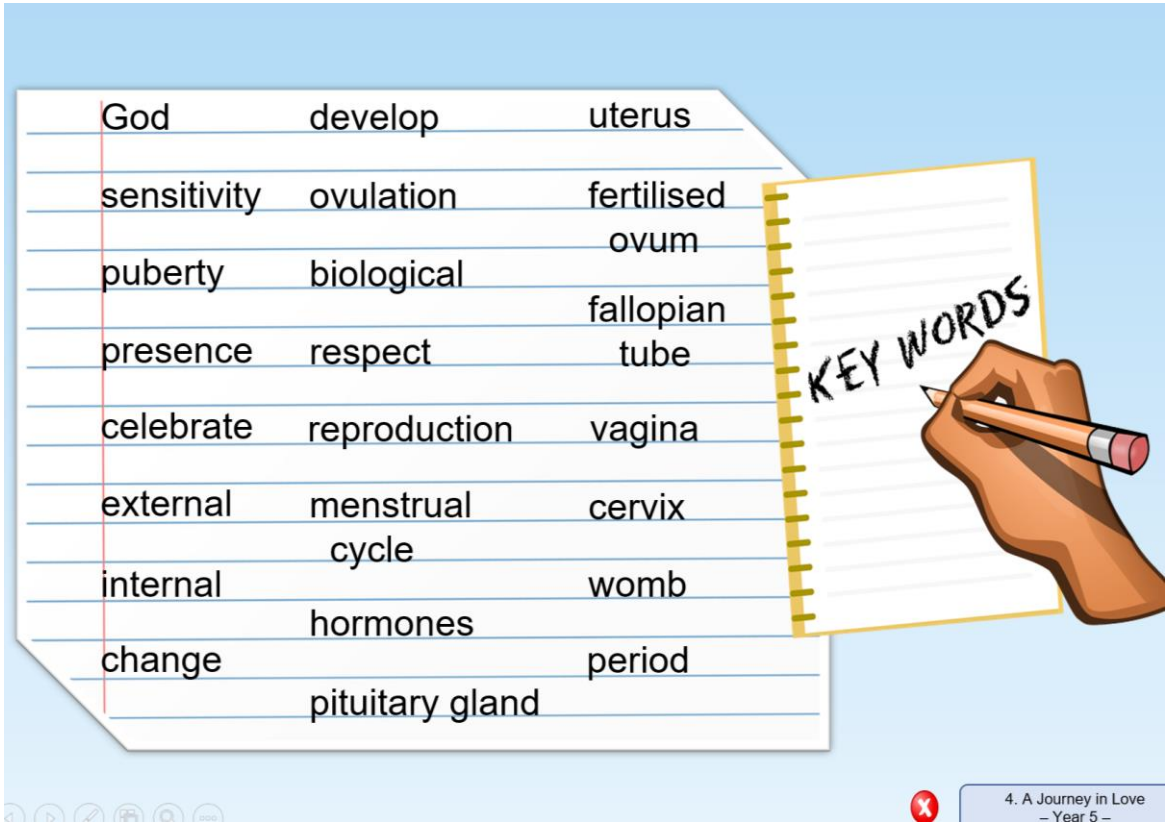
- During the session, there will be an opportunity for pupils to ask questions.
- If they do not feel comfortable to ask questions or have a worry they do not want to share with everyone, they can write their questions / worries down and pop them in a box for us to answer later in the session or in a 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.

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

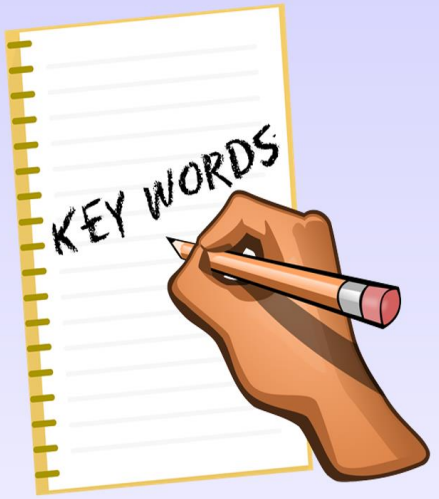
To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.



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

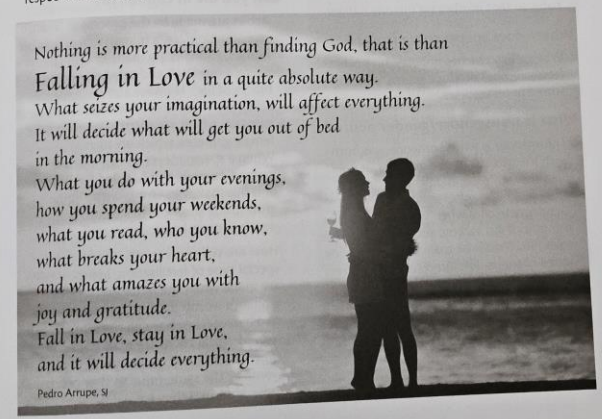
What is Church teaching on anti-radicalisation?

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

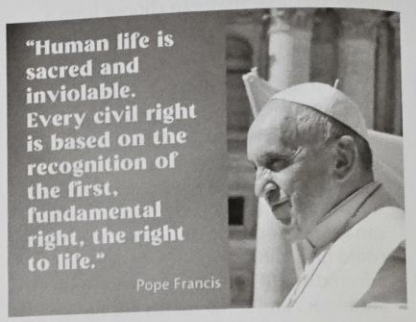
(Acquired Immune Deficiency Syndrome) is a physical condition caused by a virus, in which the body loses its ability to resist infection. Aids is transmitted by sexual intercourse, through infected blood, needles, and blood products and through the placenta. Regardless of whether the act by which the 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

