



## OUR LADY OF PERPETUAL SUCCOUR CATHOLIC PRIMARY SCHOOL

*"We learn to love everyone as Jesus loves us"*

### RELATIONSHIP AND SEX EDUCATION POLICY

#### Definition of Relationship and Sex Education

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

#### Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

However, the reasons for our inclusion of RSE go further.

#### Rationale

***'I have come that you might have life and have it to the full'***  
*(Jn.10.10)*

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

### **Values and Virtues**

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

### **Aim of RSE and the Mission Statement**

At Our Lady's:

*We learn...*

*We learn to love...*

*We learn to love everyone ...*

*We learn to love everyone to love everyone as Jesus loves us*

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

### **Objectives**

**To develop the following attitudes and virtues:**

Reverence for the gift of human sexuality and fertility;

- Respect for the dignity of every human being – in their own person and in the person of others;
- Joy in the goodness of the created world and their own bodily natures;
- Responsibility for their own actions and recognition of the impact of these on others;
- Recognising and valuing their own sexual identity and that of others;
- Celebrating the gift of life-long, self-giving love;
- Recognising the importance of marriage and family life;
- Fidelity in relationships.

### **To develop the following personal and social skills:**

Making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;

- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
  - Managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- Managing conflict positively, recognising the value of difference;
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven;
  - Developing self-esteem and confidence, demonstrating self-respect and empathy for others;
  - Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
  - Being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
  - Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

### **To know and understand:**

The Church's teaching on relationships and the nature and meaning of sexual love;

- The Church's teaching on marriage and the importance of marriage and family life;
- The centrality and importance of virtue in guiding human living and loving;
- The physical and psychological changes that accompany puberty;
- The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- How to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- How to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

## **OUTCOMES**

### **Inclusion and Differentiated Learning**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive

behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy)

### **Broad Content of RSE**

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

The school uses 'Journey in Love' and the programme contains the following themes:

Theme 1 – Created & loved by God.

Theme 2 – Created to love others

Theme 3- Created to live in community (local, national and global)

At Our Lady's school we recognise that parents and carers are the key persons for children learning about relationships and sex; the foremost educators. Our role and our programme simply complement their role in nurturing their children's human wholeness.

All elements of PSHE and Citizenship, are covered. Significant aspects of sex and relationship education remain part of the National Curriculum for Science. These will be taught to all pupils. (*Parents are unable to withdraw pupils from such lessons.*)

See appendix 1 for a summary of key themes, learning objective and key vocabulary for each year group within the 'Journey in Love' programme

See appendix 2 for a summary of links with our Religious Education programme 'Come and See'

**Programme/Resources** Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- Establishing ground rules
- Distancing techniques
- Discussion
- Project learning
- Reflection
- Experiential
- Active
- Brainstorming
- Film & video
- Group work
- Role-play
- Trigger drawings
- Values clarification

(See also 'Sex and Relationship Guidance'. DCSF 2000 for more detail)

Through a variety of methods, the school evaluates the RSE provision. For example,

- Teachers and student feedback.
- Record of work – through year groups
- Evidence could also include videos, photographs and drama

## **Parents and Carers**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents have the right to withdraw their children from RSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

## **Balanced Curriculum**

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

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

## **Responsibility for Teaching the Programme**

Responsibility for the specific relationships and sex education programme lays with (the relevant curriculum staff; this will normally include science, religious education, physical education, RSE and PSHE).

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

## **External**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

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

## **Other Roles and Responsibilities Regarding RSE**

### **Governors**

Draw up the RSE policy, in consultation with parents and teachers;

- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

### **Head teacher**

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

### **RSE Co-ordinator**

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

### **All Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have

been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

### **Relationship to other Policies and Curriculum Subjects**

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-Bullying policy, Safeguarding Policy etc.) Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils. Our Lady's school has devised a curriculum map to identify links with the following curriculum areas PHSE/Science/Come and See (See appendix 3).

### **Children's Questions**

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

### **Supporting Children and Young People Who Are At Risk**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

## **Confidentiality and Advice**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

## **Monitoring and Evaluation**

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. Staff will complete a monitoring grid on a termly basis to indicate where evidence can be found and outcomes for pupils (See sample appendix 3). The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

*This policy has been put together after consultation meetings with Parents, Staff and Governors. This Policy should be read in conjunction with the following school policies and schemes:*

- Mission Statement
- Spiritual, Moral, Social and Cultural
- Collective Worship
- PSHE
- Curriculum maps for foundation subjects
- Curriculum map for RSE/PSHE/Science/JIL/Come and See

## **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the Autumn term 2020.

This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff.

The next review date is May 2022

Signed:  
Chair of Governors  
Date: May 2020

Appendix 1

**Overview of the 'Journey in Love' programme**

<b>Year Group</b>	<b>Theme</b>	<b>Learning Objective</b>	<b>Key Vocabulary</b>
Reception	God loves each of us in our uniqueness	Children know and understand that God has made them unique and that although we are all different we are all special to him.	God, unique, different, special, eyes, hair, boy/girl, hands, fingers, name, family, love, womb, describe
Year 1	We meet God's love in our family	Children know and understand that they are growing and developing as members of their own family and God's family.	unique, friend, God, important, different, special
Year 2	We meet God's love in the community	Children know and understand that they are growing and developing in a God-given community.	God, community, family, father/mother, carer/guardian, feelings, emotions
Year 3	How we live in love	Children know and understand the virtues essential to friendship, eg loyalty, responsibility, ...and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.	personal/privacy, personal space
Year 4	God loves us in our differences	Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.	gifts, talents, difference, development, change, conflict, appreciate, celebrate, achievement, male and female body parts

Year 5	God loves me in my changing and development	Children know and become aware of physical and emotional changes that accompany puberty- sensitivity, mood swings, anger, boredom, etc grow further in their understanding of God's presence in their daily lives.	God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, menstruation, ovulation, production, reproduction, hormones
Year 6	The wonder of God's love in creating new life	Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God	appropriate, dignity, sexuality, intercourse, conceive, relationship, uterus, fallopian tubes, marriage

## Appendix 2

### LINKS with *Come and See* and Relationships and Sex Education

<b>EARLY YEARS</b>		
<b>MYSELF</b>	God knows and loves each one	<ul style="list-style-type: none"> <li>• Each one's name is important</li> <li>• I am special and have a special name</li> <li>• I have a family name</li> <li>• Everyone is precious to God</li> </ul>
<b>WELCOME</b>	Baptism a welcome to God's family	<ul style="list-style-type: none"> <li>• How we are made to feel welcome</li> <li>• How do we show others that they are welcomed</li> <li>• How is a baby welcomed into a family</li> </ul>
<b>BIRTHDAY</b>	Looking forward to Jesus' birthday	<ul style="list-style-type: none"> <li>• Why do we celebrate birthdays</li> <li>• What a birthday is</li> <li>• What people do while they wait for a birthday</li> <li>• Some of the ways birthdays are celebrated</li> </ul>
<b>CELEBRATING</b>	People celebrate in church	<ul style="list-style-type: none"> <li>• Why is celebrating important</li> <li>• What is good about celebrating together</li> <li>• What a celebration is</li> <li>• Different elements of celebration</li> <li>• Different ways of celebrating</li> </ul>
<b>GATHERING</b>	The parish family gathers to celebrate Eucharist	<ul style="list-style-type: none"> <li>• Why do we gather together</li> <li>• How we gather as a church/parish family</li> <li>• What are the things that are better done together and why</li> <li>• The importance of gathering</li> </ul>
<b>GROWING</b>	Looking forward to Easter	<ul style="list-style-type: none"> <li>• The ways in which we grow</li> <li>• That spring is a time when things begin to grow</li> <li>• The ways in which we can grow in love to be more like Jesus</li> </ul>
<b>GOOD NEWS</b>	Passing on the Good News of Jesus	<ul style="list-style-type: none"> <li>• How they and others feel when they have good news.</li> <li>• The joy and happiness the good news brings</li> <li>• That everyone has good news to share</li> </ul>
<b>FRIENDS</b>	Friends of Jesus	<ul style="list-style-type: none"> <li>• How friends make us feel happy, comfortable and glad</li> <li>• What breaks and mends friendships:</li> <li>• It is good to have friends</li> <li>• How we can change and say sorry and forgive each other</li> </ul>
<b>OUR WORLD</b>	God's wonderful world	<ul style="list-style-type: none"> <li>• How wonderful our world is</li> <li>• How we could make God's world even more wonderful</li> <li>• What would happen if we did not look after our world</li> <li>• What we love about our world.</li> <li>• What fills us with wonder about our world</li> <li>• Everyone shares God's world</li> <li>• How we would feel if we did not work together to share God's world</li> </ul>

## YEAR 1

<b>FAMILIES</b>	God's love and care for every family	<ul style="list-style-type: none"> <li>• How families show love and care for each other</li> <li>• God's love and care for them and their families.</li> <li>• How God shows love and care for individuals, families and all of creation</li> </ul>
<b>BELONGING</b>	Baptism an invitation to belong to God's family	<ul style="list-style-type: none"> <li>• What it feels like to belong</li> <li>• The experience of belonging to their family and the Church family</li> <li>• How babies are welcomed into the Church family</li> <li>• Parents are blessed</li> </ul>
<b>WAITING</b>	Advent a time to look forward to Christmas	<ul style="list-style-type: none"> <li>• How we feel when we are waiting</li> <li>• Why waiting can be difficult at times</li> <li>• Others may help us as we wait</li> <li>• We can help others</li> </ul>
<b>SPECIAL PEOPLE</b>	People in the parish family	<ul style="list-style-type: none"> <li>• Special people help us</li> <li>• What makes a person special</li> <li>• How we can love and serve each other</li> <li>• There are people who do special jobs at Mass when the parish family gathers</li> <li>• Some of ways in which these people help</li> </ul>
<b>MEALS</b>	Mass; Jesus' special meal	<ul style="list-style-type: none"> <li>• What important for a happy meal</li> <li>• What makes a family meal special</li> <li>• Preparation for a meal</li> <li>• How we love and serve Jesus</li> <li>• How it is good to say thank you for our meals</li> </ul>
<b>CHANGE</b>	Lent a time for change	<ul style="list-style-type: none"> <li>• How the season change.</li> <li>• The ways we change and grow in love and kindness.</li> <li>• How we can change and make a new start in Lent.</li> </ul>
<b>HOLIDAYS AND HOLYDAYS</b>	Pentecost: the feast of the Holy Spirit	<ul style="list-style-type: none"> <li>• Why are holidays different from ordinary days</li> <li>• What makes holidays happy times</li> <li>• How holidays are times to relax and do something different</li> <li>• We should thank God for holidays and our wonderful world</li> </ul>
<b>BEING SORRY</b>	God helps us to choose well	<ul style="list-style-type: none"> <li>• Making choices that help us feel happy.</li> <li>• Making choices that make us feel unhappy.</li> <li>• What helps us to make good choices</li> <li>• How would it be if everyone followed Jesus' new rule to 'love one another'</li> <li>• Sometimes hard to say sorry and to forgive.</li> <li>• It is good to say sorry</li> </ul>

		<ul style="list-style-type: none"> <li>The end of the day is a good time to reflect on the choices made and to ask God's forgiveness</li> </ul>
<b>NEIGHBOURS</b>	Neighbours share God's world	<ul style="list-style-type: none"> <li>Who is our neighbour</li> <li>What makes a good neighbour</li> <li>How we can be a good neighbour</li> <li>What happens if someone is not a good neighbour</li> </ul>

<b>YEAR 2</b>		
<b>BEGINNINGS</b>	God is present in every beginning	<ul style="list-style-type: none"> <li>How you feel when you begin anything new</li> <li>Why some beginnings are easy and some are difficult</li> <li>How we begin our day</li> <li>How each day is a new beginning</li> <li>God cares for everyone.</li> <li>God being present in all new beginnings</li> </ul>
<b>SIGNS &amp; SYMBOLS</b>	Signs and symbols used in Baptism	<ul style="list-style-type: none"> <li>The meaning and importance of some symbols in life.</li> <li>The power of symbols to convey meaning</li> <li>Some of the signs and symbols in daily life</li> </ul>
<b>PREPARING</b>	Advent; preparing to celebrate Christmas	<ul style="list-style-type: none"> <li>Why is it necessary to prepare?</li> <li>What would happen if you didn't prepare?</li> <li>How you feel when you are preparing for special times?</li> <li>What is the best way to prepare for Jesus' coming?</li> </ul>
<b>BOOKS</b>	The books used in Church	<ul style="list-style-type: none"> <li>The importance of books in our lives.</li> <li>The need for books</li> <li>How books can help us</li> </ul>
<b>THANKSGIVING</b>	Mass a special time for saying thank you to God for everything, especially Jesus	<ul style="list-style-type: none"> <li>How you feel when you thank others</li> <li>How you feel when you are thanked</li> <li>Why we thank God our Father</li> <li>How the parish family can spread the message of thanksgiving and peace.</li> </ul>
<b>OPPORTUNITIES</b>	Lent an opportunity to start anew in order to celebrate Jesus' new life	<ul style="list-style-type: none"> <li>How each day offers opportunities for good</li> <li>What helps a person choose well</li> <li>The opportunity Lent offers to make a new start.</li> </ul>
<b>SPREAD THE WORD</b>	Pentecost a time to spread the Good News	<ul style="list-style-type: none"> <li>The importance of messages in daily life</li> <li>The responsibility of passing on messages</li> <li>The new life of Jesus</li> <li>How the Holy Spirit helps Christians</li> <li>Jesus has promised us new life</li> </ul>

<b>RULES</b>	Reasons for rules in the Christian family	<ul style="list-style-type: none"> <li>• The importance for ourselves and others of keeping rules.</li> <li>• How rules are necessary in life</li> <li>• How it is sometimes hard to say sorry</li> <li>• How it is sometimes hard to forgive others</li> <li>• The good feeling when people make up</li> <li>• The difference between doing something accidentally and on purpose.</li> <li>• The importance and helpfulness of examining your conscience every day.</li> <li>• A sorry prayer</li> </ul>
<b>TREASURES</b>	God's treasure; the world	<ul style="list-style-type: none"> <li>• What we treasure</li> <li>• What treasures we share</li> <li>• We are God's treasure</li> <li>• How we thank God for the treasures of our world</li> <li>• How we should treat the treasures of this earth</li> </ul>

<b>Year 3</b>		
<b>HOMES</b>	God's vision for every family	<ul style="list-style-type: none"> <li>• What makes a house a home</li> <li>• What makes home a special place for you</li> <li>• What makes a house a home</li> <li>• Why is family important</li> <li>• The respect of parents and children for one another</li> <li>• What do you like to do at home, on your own and as a family</li> <li>• What do people do for you at home, that makes you feel special</li> <li>• What is sometimes difficult about sharing and being part of a group at home</li> <li>• God's dream for every family</li> <li>• God is always there</li> </ul>
<b>PROMISES</b>	The meaning of the commitment and promises made at Baptism	<ul style="list-style-type: none"> <li>• What is good about being in a group</li> <li>• Why we have rules</li> <li>• The importance of making promises</li> <li>• How some promises are more difficult to keep than others</li> <li>• The link between the promises made the consequences of actions following the promise</li> <li>• The role of parents and godparents in bringing up the child in the Faith</li> <li>• What it means to live a child of the Light</li> </ul>
<b>VISITORS</b>	The coming of Jesus	<ul style="list-style-type: none"> <li>• How we welcome visitors</li> <li>• How we feel as a visitor</li> <li>• The importance of preparing for visitors.</li> </ul>

		<ul style="list-style-type: none"> <li>• The joys and demands of visitors</li> </ul>
<b>JOURNEYS</b>	Christian family's journey with Jesus	<ul style="list-style-type: none"> <li>• Each year has its special times and seasons</li> <li>• Life is a journey</li> <li>• Who is with you on the journey</li> <li>• What makes it good</li> <li>• difficulties times in the life's journey</li> <li>• What/who helps</li> <li>• How we help one another on the journey</li> </ul>
<b>LISTENING &amp; SHARING</b>	Jesus gives himself to us in a special way	<ul style="list-style-type: none"> <li>• The cost of sharing</li> <li>• The joys of sharing</li> <li>• The importance of listening well and sharing.</li> <li>• The joys and difficulties of listening and sharing</li> <li>• How feelings affect our own and others desire to listen and to share.</li> </ul>
<b>GIVING ALL</b>	Lent a time to remember Jesus' total giving	<ul style="list-style-type: none"> <li>• Why people are brave and give themselves to others</li> <li>• The demands of total giving in terms of time and giving up something you what to do</li> <li>• How people give themselves to others</li> <li>• Those in need and how we might help them.</li> <li>• Lent - an opportunity for giving, growing in goodness</li> <li>• Jesus' total giving</li> </ul>
<b>ENERGY</b>	Gifts of the Holy Spirit	<ul style="list-style-type: none"> <li>• The energy of wind and of fire.</li> <li>• The best use of power of wind and fire</li> <li>• The inspiration of the Holy Spirit</li> <li>• The power and energy of the Holy Spirit</li> <li>• The prayer to the Holy Spirit</li> <li>• The gifts of the Holy Spirit</li> <li>• Christians can use the gifts of the Holy Spirit to help others</li> </ul>
<b>CHOICES</b>	The importance of examination of conscience	<ul style="list-style-type: none"> <li>• The meaning of choice and consequence</li> <li>• The importance of making good choices</li> <li>• What helps in making good choices</li> <li>• Consequences of choices</li> <li>• What it means to examine your conscience</li> <li>• How God is always forgiving</li> </ul>
<b>SPECIAL PLACES</b>	Special places for Jesus and the Christian community	<ul style="list-style-type: none"> <li>• How places become special</li> <li>• What makes a place special</li> <li>• Special places for you and your family</li> <li>• Why is our heart a special place</li> <li>• Keeping our world a special place</li> <li>• Why do Christians want to keep the world a special pace</li> </ul>

## YEAR 4

<b>PEOPLE</b>	The family of God in Scripture	<ul style="list-style-type: none"> <li>• The importance of families</li> <li>• Family relationships</li> <li>• Respect for those who gave us life.</li> </ul>
<b>CALLED</b>	Confirmation a time to renew baptismal promises	<ul style="list-style-type: none"> <li>• Our response to being chosen</li> <li>• What it feels like to be chosen</li> <li>• Why it is difficult to make a response in some situations</li> <li>• Giving up something else when you are chosen.</li> <li>• What help do you need to choose</li> <li>• The work of the Holy Spirit in our lives</li> <li>• The work of the Holy Spirit in the lives of Christians</li> <li>• What it is to live in the light of Christ</li> <li>• The commitment of people who respond to the call of God</li> </ul>
<b>GIFT</b>	God's gift of love & friendship in Jesus	<ul style="list-style-type: none"> <li>• What you value most about the gift of friendship</li> <li>• What you offer others in your friendship</li> <li>• Why the gift of love and friendship is important</li> <li>• The joys and demands of friendship</li> <li>• The commitment required by the gift of love and friendship</li> </ul>
<b>COMMUNITY</b>	life in the local Christian community: ministries in the parish	<ul style="list-style-type: none"> <li>• The meaning of community</li> <li>• The advantages of being part of a community</li> <li>• What helps to build up community</li> <li>• The demands of being part of a community</li> <li>• Why people give time and service in helping others in their community</li> <li>• The causes of a breakdown of a community</li> <li>• How the parish community celebrates together and supports one another</li> </ul>
<b>GIVING &amp; RECEIVING</b>	Living in communion	<ul style="list-style-type: none"> <li>• Your experience of giving and receiving.</li> <li>• The importance of giving and receiving</li> <li>• The joys and demands of giving and receiving</li> <li>• Why it is important to live in communion</li> <li>• Ways in which we live and grow in communion.</li> <li>• How the Eucharist challenges and enables living and growing in communion</li> </ul>
<b>SELF DISCIPLINE</b>	Celebrating growth to new life	<ul style="list-style-type: none"> <li>• The experience of giving up something and being very disciplined for a good reason.</li> <li>• How to be self-disciplined</li> <li>• How self-discipline helps people to grow and make the best use of their potential</li> <li>• Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.</li> </ul>

<b>NEW LIFE</b>	To hear & live the Easter message	<ul style="list-style-type: none"> <li>• What you do when life is difficult</li> <li>• The experience of good news bringing life and happiness.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul>
<b>BUILDING BRIDGES</b>	Admitting wrong, being reconciled with God and one another.	<ul style="list-style-type: none"> <li>• What makes friendships strong</li> <li>• How decisions about friendship are informed by beliefs and values.</li> <li>• How friendships are built</li> <li>• How friendships may be restored when they have been broken</li> <li>• Sin and the importance of examining of your conscience</li> <li>• The greatest commandment, love of God and others</li> <li>• The meaning of contrition and of absolution</li> <li>• Forgiveness of others</li> </ul>
<b>GOD'S PEOPLE</b>	Different saints show people what God is like.	<ul style="list-style-type: none"> <li>• What makes a person do extraordinary things</li> <li>• How ordinary people do extraordinary things.</li> <li>• The qualities you admire in others</li> <li>• How true happiness can be found</li> <li>• How you can do extraordinary things</li> </ul>

## YEAR 5

<b>YEAR 5</b>		
<b>OURSELVES</b>	Created in the image and likeness of God	<ul style="list-style-type: none"> <li>• Talents and qualities you admire in others</li> <li>• Your own talents and qualities and how you use them</li> <li>• Identify qualities in anyone else</li> <li>• How talents and qualities are developed.</li> <li>• We are made in the likeness of God</li> <li>• What being unique means</li> <li>• God's love for us</li> <li>• How Christians are called to live in peace.</li> <li>• How people are made in God's image and likeness might live</li> </ul>
<b>LIFE CHOICES</b>	Marriage, commitment and service	<ul style="list-style-type: none"> <li>• The ingredients of a good friendship</li> <li>• What fidelity means - how it applies to friendship</li> <li>• Responsibilities friends have for one another</li> <li>• Difficulties and joys of friendships</li> </ul>

		<ul style="list-style-type: none"> <li>• What is important for friendship to thrive</li> <li>• What it feels like to have faithful friend</li> <li>• Jesus' advice about relationship</li> <li>• The importance of fidelity, loyalty and commitment in maintaining a friendship</li> <li>• The importance of commitment and responsibility in relationships.</li> <li>• What it means to be committed</li> <li>• The work of Christian service</li> <li>• The Sacrament of Marriage</li> <li>• The symbols of the promises and the blessing of rings</li> <li>• All are called to live in love and service</li> </ul>
<b>HOPE</b>	Advent; waiting in joyful hope for Jesus; the promised one	<ul style="list-style-type: none"> <li>• Your experience of waiting</li> <li>• How people wait in different ways, for different things</li> <li>• Why waiting is a mystery</li> <li>• How you can best use the time you spend waiting and what might help you</li> <li>• What you think about when you are waiting for something exciting</li> <li>• How you behave when you are waiting</li> <li>• The difference between <i>hope</i> and <i>expect</i></li> <li>• Why people wait with hope</li> <li>• The coming of Jesus at the end of time</li> <li>• Advent is a time of waiting hopefully</li> </ul>
<b>MISSION</b>	Continuing Jesus' mission in diocese. [ecumenism]	<ul style="list-style-type: none"> <li>• The demands and joys being dedicated in your mission</li> <li>• Discovering your mission</li> <li>• What inspires people in their mission</li> <li>• The joys and demands of engaging in a mission</li> <li>• The reasons why people want to help others.</li> <li>• How people carry out Jesus' mission today</li> <li>• Jesus' prayer for unity</li> </ul>
<b>MEMORIAL SACRIFICE</b>	The Eucharist; the living memorial of Jesus	<ul style="list-style-type: none"> <li>• Why memories are important</li> <li>• How it is possible to keep important memories alive</li> <li>• About sacrifice in daily life</li> </ul>
<b>SACRIFICE</b>	Lent a time of giving in order to celebrate	<ul style="list-style-type: none"> <li>• How you feel when you give</li> <li>• How you feel when you refuse to give.</li> </ul>

	the sacrifice of Jesus	<ul style="list-style-type: none"> <li>• The cost of giving.</li> <li>• How people decide whether or not to give</li> <li>• How those decisions are informed by beliefs and values</li> <li>• The costs or rewards of giving can be</li> <li>• That Lent is a season of giving to prepare for the Easter</li> </ul>
<b>TRANSFORMATION</b>	Celebration of the Spirit's transforming power	<ul style="list-style-type: none"> <li>• How people can use the energy of their minds for the good of others.</li> <li>• How people can use time and physical energy for the well being of others and why they should.</li> <li>• How energy can transform</li> <li>• How we can use our energy to transform ourselves</li> <li>• How we can use the energy from the earth's resources in a fair and sustainable way.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul>
<b>FREEDOM &amp; RESPONSIBILITY</b>	Commandments enable Christians to be free & responsible	<ul style="list-style-type: none"> <li>• What freedom parents have a right to</li> <li>• What freedom children have a right to</li> <li>• What is responsible and irresponsible behaviour</li> <li>• How rules can bring freedom</li> <li>• How people know the boundaries that their personal freedom gives them</li> <li>• How freedom and responsibility are linked.</li> <li>• How people's perception of what their freedom allows may conflict with the expectation of others</li> <li>• The importance of the Ten Commandments for Christians today</li> <li>• How the Beatitudes show us a positive way of life</li> <li>• Jesus teaching on the greatest commandments, love of God and others</li> </ul>
<b>STEWARDSHIP</b>	The Church is called to stewardship of Creation	<ul style="list-style-type: none"> <li>• What I really care about</li> <li>• Showing concern for what I care for</li> <li>• The meaning of stewardship</li> <li>• Understanding the wonders of God's creation</li> <li>• People are made in the image and likeness of God</li> <li>• Christians can be good stewards.</li> <li>• The Christian's responsibility to take care of, to be a steward of the earth</li> <li>• The importance of ecology</li> </ul>

## YEAR 6

<b>LOVING</b>	God who never stops loving	<ul style="list-style-type: none"> <li>• What unconditional love means</li> <li>• How love is shown</li> <li>• How you are loved and cared for</li> <li>• What members of your family do for each other</li> <li>• How you show love to others</li> <li>• How people have inspired and influenced you to show unconditional love to others</li> <li>• What it means to be truly loving</li> <li>• How people show unconditional love to others</li> <li>• The beliefs and values which have inspired and influenced you to be loving</li> <li>• The scripture text that demonstrate God's unconditional love for everyone even when times are hard</li> <li>• The challenge these passages present to Christians</li> <li>• The Beatitudes and their meaning for today.</li> <li>• God's unconditional love and what this means</li> <li>• By living in God's way, as Jesus showed us, we can grow in love</li> </ul>
<b>VOCATION AND COMMITMENT</b>	The vocation of priesthood and religious life	<ul style="list-style-type: none"> <li>• What it means to be committed</li> <li>• Why people are committed</li> <li>• The implications of lack of commitment</li> <li>• Whom shows commitment</li> <li>• How commitment affects the level of job satisfaction</li> <li>• Responding to the call of Jesus</li> <li>• Our mission in living out our baptismal vows</li> </ul>
<b>EXPECTATIONS</b>	Jesus born to show God to the world	<ul style="list-style-type: none"> <li>• The expectations you have of yourself</li> <li>• Having high expectations of others</li> <li>• Trusting and believing in one another</li> <li>• What happens if you let people down or others let you down</li> <li>• Patience is important in expectations</li> <li>• The difference between wishing and expecting</li> <li>• The meaning of Advent</li> </ul>

<b>SOURCES</b>	The Bible, the special book for the Church	<ul style="list-style-type: none"> <li>• The kind of books which are the most helpful</li> <li>• Our lives are enriched by books</li> <li>• The wonder of books and how they take a person beyond themselves</li> <li>• The presence of God in the words of Scripture</li> <li>• The care and reverence with which the Word of God is treated</li> </ul>
<b>UNITY</b>	Eucharist enables people to live in communion.	<ul style="list-style-type: none"> <li>• Why friendships are important</li> <li>• The most important value in friendship</li> <li>• What helps a friendship to flourish</li> <li>• The kinds of behaviour that break a friendship</li> <li>• Those affected when a friendship is broken</li> <li>• Mending broken friendships</li> <li>• Becoming one with Christ and one another in Holy Communion</li> <li>• The unity which Holy Communion brings</li> </ul>
<b>DEATH &amp; NEW LIFE</b>	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> <li>• The affect of loss in everyday life</li> <li>• The change it brought</li> <li>• What remained the same</li> <li>• What is the best way to cope with loss</li> <li>• How people cope with loss and death</li> <li>• How death brings new life</li> <li>• Lent, a time to remember the suffering and death of Jesus</li> </ul>
<b>WITNESSES</b>	The Holy Spirit enables people to become witnesses	<ul style="list-style-type: none"> <li>• When to be a witness</li> <li>• How to be a witness</li> <li>• Why it sometimes needs courage to be a witness</li> <li>• Examples of modern witnesses</li> <li>• The witness of a local charity</li> </ul>
<b>HEALING</b>	Sacrament of the Sick	<ul style="list-style-type: none"> <li>• Showing compassion and care for those who are ill</li> <li>• Our attitude towards those people are ill in their minds</li> </ul>

		<ul style="list-style-type: none"> <li>• Helping, caring and understanding those with a learning disability.</li> <li>• What gives a person comfort when they are very ill</li> <li>• Why people give time and commitment to caring for others</li> <li>• Why we care for the sick</li> <li>• The Sacrament of Anointing brings comfort to those who are sick</li> <li>• The Christian responsibility for caring for these in need</li> </ul>
<p><b>COMMON GOOD</b></p>	<p>Work of Christians for the good of all</p>	<ul style="list-style-type: none"> <li>• How we build a fair and just world</li> <li>• The difference between fairness and justice, unfairness and injustice</li> <li>• Helping to promote the dignity and common good of one another</li> <li>• Beatitudes; a guide from Jesus about how to live life</li> <li>• The ways we can act justly, love tenderly and walk humbly with God</li> <li>• How Christians can work for the common good</li> <li>• Something about Catholic Social Teaching</li> </ul>

### Appendix 3

#### OUR LADY OF PERPERTUAL SUCCOUR CATHOLIC PRIMARY SCHOOL

*We learn to love everyone as Jesus loves us*

#### **Journey in Love Monitoring**

Can you complete the grid below with Journey in Love work that your children have completed this academic year 2020/21. Indicate under each heading what aspects have been covered and where the evidence can be found.

RECEPTION: God loves each of us in our uniqueness

Learning Objective: Children know and understand that God has made them unique and that although we are all different we are all special to him.

Key words: God, unique, different, special, eyes, hair, boy/girl, hands, fingers, name, family, love, womb, describe

Physical: Children focus on their hands, eyes and faces	Outcomes
Social: Do we all look the same? Boys and girls. We are all unique	Outcomes
Emotional: Focus on facial expressions and the beauty of a smile	Outcomes
Intellectual: What makes me happy and sad?	Outcomes

Spiritual: The wonders of God's world. I am part of God's special creation	Outcomes