



St. Joseph's Catholic Primary School

Education in Relationships Policy

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St. Joseph's Catholic Primary School builds God's kingdom here and now by being:

- **A welcoming school**

where everyone cares for and respects each other

- **A learning school**

which inspires creativity and challenges through guidance and encouragement all members of the community to learn and aim to be the best they can be.

- **A vibrant school**

which celebrates its variety and creativity and seeks to meet the needs of each person by working together in this ever-changing world

- **A holy school**

where prayer and worship are valued and we the community serve as a living witness to the Gospel of Jesus Christ

LOVE LEARN BELIEVE

Definition and rationale

At St Joseph's Catholic Primary School, Education in Relationships is the process by which our school assists parents to help children understand their uniqueness as created human beings made in God's image and loved by him.

From this starting point we aim through our Education in Relationships work to help children understand relationships with their friends and family and grow towards forming strong relationships with others.

Part of our studies, emphasising the uniqueness of the individual, includes helping children to understand and respect their own bodies and processes such as growing, changes, maturing, puberty and reproduction. Through this we aim to teach children strategies to keep themselves and others safe from harm and confident in relationships.

Central to our approach is to present our Education in Relationships programme within the values and teachings of the Catholic church, thus lessons integrate facts and values consistently in an age appropriate manner.

Following the guidance of the Bishops of England and Wales and as advocated by the Department for Education (DfE), Relationship and Sex Education (RSE) is also covered. 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 our children. 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 children deal with different sets of values. It will also prepare pupils for life in modern Britain.

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 Education in Relationships

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and as such, we believe that Education in Relationships is an integral part of this education. Furthermore, our school endeavours to raise our children's self-esteem, help them to grow in knowledge and understanding, recognise the value of all

persons and develop caring and sensitive attitudes. In terms of RSE, we work in partnership with parents, to provide our children with a positive and prudent RSE 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 personal and social skills:

- developing self-esteem and confidence, demonstrating self-respect and empathy for others
- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments
- managing conflict positively, recognising the value of difference
- cultivating humility, mercy and compassion, learning to forgive and be forgiven
- 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
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity
- 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
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely

To develop the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others
- responsibility for their own actions and a recognition of the impact of these on others
- joy in the goodness of the created world and their own bodily natures
- reverence for the gift of human sexuality and fertility
- 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 know and understand:

- the centrality and importance of virtue in guiding human living and loving
- the Church's teaching on relationships
- the Church's teaching on marriage and the importance of marriage and family life
- 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

Inclusion

At St Joseph's, we will ensure Education in Relationships 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.

Equality

The Governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of our children irrespective of disability, educational needs, race, nationality, ethnic or national origin, gender, sexuality, religion or whether they are looked-after children.

Content of Programme

Three aspects of Education in Relationships - 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.

Roles and Responsibilities

Parents are the first educators of their children and the role of the school is to support and work in partnership with them. To facilitate this, parents will be notified before the Year Five and Six block of lessons are taught so that they might exercise their right to withdraw children, view materials used or express concerns or ask questions. As the Year Five and Six block of lessons deal with intimate matters it is important to notify parents so that they might exercise their right and duty to talk with their child about such matters before the school supports them by teaching specific units. During these sessions, the school will set home learning tasks to assist discussion between child and parent.

Governors are responsible for the Education in Relationships policy and the on-going monitoring of its implementation. Governors have a duty to ensure the Catholic nature of the policy is applied.

Teachers will advise Governors on the content and organisation of Education in Relationships. They will develop procedures for dealing with requests from parents to withdraw their child from RSE lessons. Teachers will deliver the curriculum as detailed in the PSHE scheme of work and the Creation, Growth and Love scheme of work. Over the course of the year, teachers will evaluate

the existing provision to see if it continues to meet the requirements of our children.

Provision of Programme

Responsibility for Education in Relationships lies with the Governing body. The headteacher has delegated responsibility to the Humanities co-ordinator. All teachers have responsibility to teach the schemes of work to their current year group.

Management of the Programme

Education in Relationships is subsumed within our Personal Social Health Education (PSHE) programme. Since 2017, St Joseph's has followed the PSHE programme developed by the Healthy Schools section of Ealing Local Authority. From Reception to Year 4 these lessons focus on healthy relationships and are taught by the class teachers. The teaching of puberty is deferred until Year Five at St Joseph's.

The teaching in Years Five and Six concerning issues of puberty (including menstruation) are also covered and in Year Six reproduction, and birth is also taught in both scientific and RE contexts.

RSE Lessons are conducted in mixed gender class groups except for one session which is conducted in single gender groups. In these sessions the management of menstruation is explained by female staff to female pupils whilst other staff give boys an opportunity to ask questions in a boy only group (though staff may be of both genders). Two school staff will always be present during these sessions in order to protect staff from allegations of inappropriate content and staff are counselled not to ask personal questions of children or answer them about themselves.

In all matters our Safeguarding Policy takes precedence over curriculum schemes of work.

Our policy is not to invite in outside speakers as we believe this sensitive area is best taught by adults the children know and trust. This also allows for children to choose when to approach staff to ask questions.

Right to withdraw

Parents continue to have the right to withdraw their children from Sex Education 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.

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.

The children 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, headteacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and review

Lessons will be monitored by the TLR holder for humanities as part of the regular school cycle for monitoring under the principle, "The aim is not to prove but to improve".

Review of the Education in Relationships policy will occur every two years by committee and will be adopted by the Governing Body thereafter.

Appendix 1

St. Joseph's Catholic Primary School - Creation, Growth and Love Scheme of Work for Year Six pupils

It is good practice to team teach all of these lessons so that a second adult can confirm the messages given and the methodology used should a parent assert something inappropriate occurred.

Lesson One: Creation and Stewardship

Aim: To understand that God created the world and humans out of love and that he set humans as stewards of creation.

Prepare by asking the children to fold an A4 sheet piece of paper with a big question mark on the cover page. This is for children to write any questions they may have at any time that they do not want to ask out loud. Many of the questions will be covered as the sessions go on, the rest will be answered in the single gender sessions at the end of the topic.

Beginning with the first creation story in Genesis, ask the children to read the story and then challenge them to “accept” or “reject” the story as literal truth. Act as devil’s advocate but most will take the story at face value even if just to please the teacher. Point out that a second version of the creation story follows directly on in Genesis so they can’t both be literally true.

The worksheet takes you through Catholic teaching on creation and on our role as stewards of creation.

The CAFOD website has a very useful cartoon explanation of Laudato Si which it is worth showing.

The principle objective of this lesson is to get the children thinking and questioning that all that they previously heard or believed is not necessarily what the Church teaches. In fact, Church teaching is often more “liberal” and certainly more merciful than many portray it to be. As we enter our topic on creation, growth and love be open to new ideas and thoughts!

The worksheet tasks should be completed as homework so as to fully involve the family from the outset of this topic.

Lesson Two: The male and female body

Video references are to the BBC Sex and Relationships Primary CD-ROM.

Start with three columns on the pen board and ask children to give family names for parts of their bodies, proper medical terms if they know them and swear words. No need to write up the swear words, but the point needs to be made that any word intended to offend is a swear word, an ordinary word e.g. table, could be a swear word if used offensively. We need to know the proper

words for our body parts as if we go to the doctors and use family words or swear words where would we be?

Now it is time to set out ground rules for the sessions:

- All questions are sensible questions
- You may giggle at things and situations but not at individuals
- You may share with parents or trusted older people but not with those younger than you or on the school playground where younger children might overhear. There is a right time for everything

Use the worksheet on the male body and drawings on the pen board to describe the male reproductive organs, I find it best to draw and label as you work through the worksheet.

Repeat for the female body.

The theology of the body element is all about WOW! How clever and wondrous and beautiful is that? Not how dirty, scary or otherwise. A really wow fact is that the ovaries have already created and are storing the ova a woman will need to help create a new life even before the woman herself is born! So whilst the foetus is still inside the mother you have in effect three generations, the mother, her child and 50% of the generation to come after that! Wondrous.

The tasks in the worksheet should be set as homework to encourage family participation. Forward link to next lesson which will look at puberty, boy to man, girl to woman.

Lesson Three: Puberty

This can be taught as a continuation of lesson two if lesson two was taught in Year Five.

Preparation: Whiteboard per pair of children and pen plus the children's own question papers.

Remind children of ground rules.

Very quick Q+A where you name a body part and children show on their whiteboard male female or both, or left arm for male right arm for female, both arms for both.

Children brainstorm on their whiteboards the changes that happen at puberty: get taller, hair on face, grow body hair, start periods, voice gets deeper. Praise participation, don't comment on ideas as they will be explored in the lesson.

Watch "What changes do boys and girls go through in puberty?"

This is a question resource where children tap the board for male, female or both so have children lined up ready to save time of children coming up and sitting down.

Watch "What changes at puberty?" Best to watch the first part once to allow for giggles and then replay a second time to get the message and then repeat for the second part on girls.

Avoid the "Men's and Women's Bodies", but the section "Am I the same as everyone else?" is very good. Needs two showings, giggles and learning! Work through the two worksheets boys growing up and girl growing up, tasks are for homework to involve all the family.

Periods - for both boys and girls.

Play video "What is a period?" The section is very good but it does take a couple of watches to take in and use of the pen board to reiterate message is helpful.

Theology of the body element is once again how wondrous the body is. Avoid the word bleeding, instead the womb sheds the lining and creates a new one so that only the very freshest, healthiest place is good enough to create and sustain a new life. The baby forms in the uterus, a wonderfully safe uterus with the lining fully prepared to sustain a new life and provide it with what it needs to grow.

Stress that how to manage a period will be discussed in single gender sessions but it is the role of boys to be supportive of the girls when they need support and very much vice versa too!

Lesson Four: All you need is love...

There are three approaches to love in this session. We begin with St. Paul's famous description of love. The worksheet should provide discussion points but the completion should be at home.

Next we look at the five ways to give and receive love. The psychology behind this is that often relationships fail to flourish if one partner prefers to show love in one way and feels spurned by their loved one who prefers to receive love in another way, and vice versa. The story of a businessman who, having been away, carefully chooses two T-shirts for his twin boys and on his return one boy (his favoured) tears open the gift and is very excited, the other child puts the gift to one side, cuddles up to dad and wants to know the details of his journey, but is spurned by his father who feels twin number two is ungrateful for his gift.

The other story is of a child who asks his father how much he earns an hour, annoyed the father tells the child £20. The child opens the piggy bank to find £12 in it and asks the father for a loan of £8. The father is furious that the child only asked in order to borrow but gives the child the money. The child gives the £20 to the dad and asks can she buy an hour of her father's time?

The third model is from the ancient Greek philosophers and goes to show that love comes in many ways and to love someone is not necessarily to desire a sexual relationship.

The homework is internet based and a text to parents asking them to supervise the homework is essential as we all know that search engines can be unpredictable and there is a danger of the wrong page being displayed.

Lesson Five: Love is not.....

We cannot shy away from protecting our children and the best messages are preventative and educational not reactive and forced.

The NSPCC PANTS rule is helpful, though some commentators feel it can promote prudishness and negative body image, a balance needs to be found.

Children will still use single sex changing rooms, need to, when necessary, be examined by medical professionals, in time want greater privacy at home but we must not rob children of comfortable and safe innocence too early in their lives.

Female Genital Mutilation (FGM) will largely be a message about looking out for your friends, safeguarding is a collective act. Stress FGM is a practise linked to geography, not faith and whilst those who practise it believe they are protecting the girl and promoting her best interests it is illegal to plan or undertake it under UK law. Adults have a legal duty to report if they believe FGM is being planned or has been conducted.

Peer pressure is a difficult concept for children, who largely (by Year 6) have been around the same classmates for six or seven years but it is massive in Year Seven and Eight as children try to find their place in high school.

The CEOP video on texting is powerful, but in no way explicit, and we should not underestimate the children and their addiction to phones already. Peer on peer abuse is rife and the right of a girl or boy to say no is the message here, don't overcomplicate.

Domestic abuse, including emotional put downs or parents not coping with their 'baby' beginning puberty is very real and thought should be given to a safe space for children to share their feelings before opening this debate.

Pornography is a difficult topic, the message is that it is false and there is always a victim in porn, someone is always being exploited either through their poverty, ambition or eagerness to please others. Watching porn promotes that abuse. Exposure may lead our children (mostly boys) to believe some distorted things about what women/men want and how women/men should be treated.

The key protective messages need to be stressed, there is danger, but keeping safe means you can enjoy all the positives in life! Homework is essential for this topic.

Lesson Six: New life

The video section “Puberty, the inside story” is very useful. It does show full frontal nudity and so will get lots of giggles and may need a second watch as a result.

Discuss: When is it the right time to have a baby? What responsibilities does having a baby bring?

You can only have a baby if you make love, there are other words such as “have sex” or swear words but as Catholics we believe that making love should only happen between two people who have shown they are ready to love and care for a child by making lifelong commitment to each other.

A brief description, without video or diagrams, of how love making happens is needed, a couple love each other, they kiss and cuddle and when both are ready the man is able to place his erect penis into the woman’s vagina which has prepared itself by getting larger and moist and so when the man ejaculates, passes his sperm out through his penis, the sperm enters the woman's vagina, it is kept safe. The two bodies are one and the sperm travels up into the uterus (womb) in the hope of finding an ovum to join with and so create a new life.

In Catholic social teaching, *Humanae Vitae*, three reasons are given for a couple to make love:

- To express love to one another as a married couple in a unique way to how they show love to others
- To be prepared and open to the creation of new life
- Because it is enjoyable and so brings a couple together

Children will probably ask about contraception, often they will ask what is a condom. Teachers need to decide whether to answer the questions factually, taking out any “shock value” of the vocabulary whilst remaining within Catholic social teaching.

Video section: Sexual reproduction words is very helpful, “How the baby grows” is very good too.

Finally, “Having a baby” is helpful too. Experience tells us that the children are fascinated about how twins or other multiple births are caused. If two ova are released non-identical twins can be the outcome, two eggs two sperm, in some cases the fertilised ova divide in two and then splits and each resulting ova then grows into two identical twins. The ‘wow’ of how an ova smaller than the sharpest pencil dot and a sperm 100 times smaller than that can ever result in a perfect human being is a miracle, yes sometimes things go wrong but it is a miracle any of us are born! God be praised!

Lesson Seven: Single gender session

Hygiene

	Boys	Girls
Need for one's own towels/ face cloths	X	X
Acne, fruit and fresh air	X	X
How to "actively" shower/ bathe	X	X
Need for fresh clothing	X	X
+/- of antiperspirant and deodorant	X	X
Management of periods	*	X
Cleaning under the foreskin	X	

It is useful to talk to boys about sanitary towels and tampons simply so as to not make them special by omission. Equally awareness that girls have a right to privacy but also support is wise to mention.

Puberty.

	Boys	Girls
Breast development; all is good		
all is different		X
Penis development; all is good		
all is different	X	
Wet dreams	X	

Health

	Testicles	Breasts
Lumps and bumps -		
share concerns early	X	X
Early / late puberty normal	X	X

Relationships

Respect	X	X
Keep your current friends	X	X
Be active, do stuff together	X	X
No means no!	X	X
No rush	X	X

Share the children's questions from their question sheets anonymously. If there are really silly questions read the question out but decide whether to answer it, ask the questioner to see you (two adults) after for an answer, or use as an example of non-maturity.

Creation, Growth and Love

Name:

The Genesis Story - The Beginning

¹ In the beginning God created the heavens and the earth. ² Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.

³ And God said, "Let there be light," and there was light. ⁴ God saw that the light was good, and he separated the light from the darkness. ⁵ God called the light "day," and the darkness he called "night." And there was evening, and there was morning—the first day.

⁶ And God said, "Let there be a vault between the waters to separate water from water." ⁷ So God made the vault and separated the water under the vault from the water above it. And it was so. ⁸ God called the vault "sky." And there was evening, and there was morning—the second day.

⁹ And God said, "Let the water under the sky be gathered to one place, and let dry ground appear." And it was so. ¹⁰ God called the dry ground "land," and the gathered waters he called "seas." And God saw that it was good.

¹¹ Then God said, "Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds." And it was so. ¹² The land produced vegetation: plants bearing seed according to their kinds and trees bearing fruit with seed in it according to their kinds. And God saw that it was good. ¹³ And there was evening, and there was morning—the third day.

¹⁴ And God said, "Let there be lights in the vault of the sky to separate the day from the night, and let them serve as signs to mark sacred times, and days and years, ¹⁵ and let them be lights in the vault of the sky to give light on the earth." And it was so. ¹⁶ God made two great lights—the greater light to govern the day and the lesser light to govern the night. He also made the stars. ¹⁷ God set them in the vault of the sky to give light on the earth, ¹⁸ to govern the day and the night, and to separate light from darkness. And God saw that it was good. ¹⁹ And there was evening, and there was morning—the fourth day.

²⁰ And God said, "Let the water teem with living creatures, and let birds fly above the earth across the vault of the sky." ²¹ So God created the great creatures of the sea and every living thing with which the water teems and that moves about in it, according to their kinds, and every winged bird according to its kind. And God saw that it was good. ²² God blessed them and said, "Be fruitful and increase in number and fill the water in the seas, and let the birds increase on the earth." ²³ And there was evening, and there was morning—the fifth day.

²⁴ And God said, “Let the land produce living creatures according to their kinds: the livestock, the creatures that move along the ground, and the wild animals, each according to its kind.” And it was so. ²⁵ God made the wild animals according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds. And God saw that it was good.

²⁶ Then God said, “Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, ^[a] and over all the creatures that move along the ground.”

²⁷ So God created mankind in his own image,
in the image of God he created them;
male and female he created them.

²⁸ God blessed them and said to them, “Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.”

²⁹ Then God said, “I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food. ³⁰ And to all the beasts of the earth and all the birds in the sky and all the creatures that move along the ground—everything that has the breath of life in it—I give every green plant for food.” And it was so.

³¹ God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day.

2 Thus the heavens and the earth were completed in all their vast array.

² By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. ³ Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done.

Task:

As a Catholic are you expected to believe this story to be true in every respect? Yes / No

Are you somehow a bad Catholic if you don't think the world was created in six days? Yes / No

Read what some experts say:

There is a variety of interpretations of the biblical accounts of creation among Christians today.

Some Christians take the biblical accounts of creation **literally**, believing that they describe exactly how the universe and human beings were created.

Other Christians, including most Catholics, regard these accounts as more like **parables or symbolic accounts** that tell (in story form) the profound truth that God brought the universe and all that is in it into being, and sustains his creation. These Christians might look to **science** to help them understand how God did this.

Task:

So what is the “profound truth?” Did God create the world out of boredom, arrogance, or love? Pick one of the three and then highlight or underline where in the creation story it says, “and God saw that it was good.”

So where does science fit in? Basically, it goes alongside religious belief, we believe that God created out of love, whether that took 6 days or 6 billion years matters not, to God who is eternal.

Again here are some experts views:

For many Christians there isn't a conflict between the religious ideas about creation expressed in Genesis and the findings of science. **Professor John Polkinghorne** is both a scientist and a priest in the Church of England; he says:

“Genesis is not there to give short, technical answers about how the universe began. It gives us the big answer that things exist because of God's will. One can perfectly well believe in the Big Bang, but believe in it as the will of God the creator.”

Cosmology

- Cosmology is the **study of the universe**, and humanity's place in it
- One of the theories put forward by cosmologists is the **Big Bang theory**. This suggests that about 15 billion years ago there was a massive explosion. This was the point at which all matter in the universe began; space and time began then too. Over time the universe that we know, and human and animal life, emerged
- This theory is generally accepted by scientists as being the best theory they have to explain the **origins of the universe**.
- If this theory is true, then it could mean that the universe '**just happened**' and that it did not emerge as a result of the activity of a creator God.
- Many Christians have no problem in accepting the Big Bang theory. They see the cosmologists helping them to understand how God brought the world into being - the Big Bang could have been the mechanism God used. And there is nothing in the theory itself which proves that there is no such being as God.

The same is true of evolution, some Christians say human beings were made in one go, just as the bible says, most believe we evolved over many years but the profound truth is that God made us rule over all elements of evolution, but we don't rule we are stewards of creation.

Task:

What does it mean to be a steward of creation rather than a master of it? A dictionary might help.

God made humans very special, very special indeed. Read Psalm 8, and then in your own words write what the psalm writer, probably King David, is trying to say.

Lord, our Lord, how majestic is your name in all the earth! You have set your glory in the heavens.

When I consider your heavens, the work of your hands, the moon and the stars, which you have set in place, who am I that you are mindful of me, human beings that you care for us?^c

You have made us^d a little lower than the angels ^eand crowned us with glory and honour.

You made us rulers over the works of your hands; you put everything under our^d feet:

LORD, our Lord, how majestic is your name in all the earth!

Task: Now in your own words:

Task:

Humans are amazing creators, list some of our greatest creations and maybe some things we were mistaken to create.

Great human creations.	Oops, maybe not.
Skyscrapers, jet planes...	Cigarettes, land mines.....

How are we doing as stewards of the earth? Pope Francis thinks we are not doing a good enough job. He wrote to everyone in the world, not just Catholics in a letter called Laudato 'Si. He called on every one of us to do a bit more to care for our planet, to be better stewards.

Task: Pick any one of the issues below and say how you and your family could make small changes to make things better:

- De-forestation
- Acid Rain
- Global warming: rising CO2 level
- Loss of animal habitats
- Shrinking polar ice caps
- Pollution on land
- Pollution in the oceans
- Loss of bio-diversity

CAFOD used a phrase:
Live Simply so others can Simply Live

Mahatma Gandhi said:
“There is enough in this world for everyone’s need, but not enough for everyone’s greed”

Task:
How might you live more simply, when you look at your possessions is there anything you have more of then you really need?

Task: Write a prayer of commitment for Lent, indicating what you will do as a creator and consumer to be a better steward of God’s Creation – your world, your planet, your universe. Use the back of the page to create a worthy and thoughtful prayer.

The greatest thing we can create is a new life. Next week we will revise the work we did last year on how amazing your body is, and the parts of it you will need to be a creator yourself!

The Male Body

The male reproductive organs

God created the male body and a man can help to create a new life. To do that he must use his reproductive or sexual organs.

A man's reproductive organs are held largely outside of his body, and this is for very good reasons which we will discuss later.

When boys are born they have a penis and two testicles which hang outside their body. The testicles are held in a bag of skin called the scrotum. The boy will use his penis to pass urine but later it will have another important job in creating a new life.

For young boys the testicles do not have an important job, but once a boy starts growing into a teenager his testicles begin to grow in size, and they can hang down further from the boy's body inside his scrotum. These changes happen because the testicles are getting ready to do two important jobs; firstly, they create the hormones (signals) called testosterone that tell the rest of the boy's body to begin to grow into a man's body. Later the testicles begin their second job, creating the sperm which the man will need to create a new life.

For the sperm to get outside the man's body it travels from where it is made (the epididymis) along the sperm duct (vas deferens) it mixes with a special liquid called semen (made in the seminal vesicle) through the penis and then outside of the man's body. The penis can only let the semen out of the body when the man has an erection (we will discuss that later) and when he has an erection he can't pass urine! How clever is that, the body is an amazing God created wonder!

But why are all of these bits and pieces outside of the man's body? Well the testicles have to hang outside the body to keep the sperm cooler than body temperature so the sperm are at their best to help make a new life. The penis is outside the man's body so it can be placed gently inside the woman's body to safely pass the sperm to her; to create a new life! How amazing is that? God be praised!

Boys Growing Up

On average, in Year 6 boys are smaller than girls. This can continue for a few years until by Year 8 or 9 boys grow faster and so become taller than girls. This is because the hormones which start puberty (the time a boy's body begins to change into a man's) tend to begin work later in boys than girls' hormones.

Boys will recognise when puberty is starting because their testicles grow bigger and may well hang down from their body in their scrotum. Although a boy's penis does not grow much bigger at the start of puberty, boys may notice they get erections more often. All boys, even baby boys get erections and they are nothing to worry about.

Once puberty begins boys will notice they get taller and their childhood tummies may flatten out. Boys will get broader and more muscular. Boys' skin also changes, hair, called pubic hair will grow around the base of their penis in the groin area and hair will begin to grow on their arms and legs. Boys' skin will begin to sweat more and if they are not careful they will get quite smelly and acne (spots and blackheads) may begin to attack.

Boys' testicles will begin to make sperm; the life cells a man needs to make a new life, a baby. Each individual sperm cell is tiny and a man will produce millions of these during his life! Some boys will get nocturnal emissions (wet dreams) and we will talk about these in the boy's only session later. For all these reasons keeping yourself clean and showering or bathing, often and actively, is important.

One of the last changes to take place is the boy's "voice breaking"; a boy's voice becomes much deeper in tone.

Boys can start puberty in Year Five, but most boys start in Year Seven / Eight, and some later still. Puberty continues until the age of 21 or 22!

All of these changes are triggered by the hormones in a boy's body which are made in the testicles, you can't speed up or slow down puberty!

Task: share this sheet with your parents and write up to three things you did know and three you did not know, before the lesson, below.

The Female Body

The female reproductive system

God created man and woman and the greatest thing a man and woman can create is a new life, a baby.

Most of a woman's reproductive organs are in the safest part of her body, they are well protected by the spine and pelvis and are deep inside her abdomen. This is because the woman has to carry the developing baby inside her for nine months. Fashion magazines may say this woman is beautiful and another is less good looking but it doesn't matter what is on the outside, inside every woman is an amazing miracle of reproductive organs.

The ovaries - a girl has two ovaries when born, they are about the size of a grape and one is on her left side and one on her right. Even when the baby girl is just born the ovaries are already storing the tiny eggs, ova, that a girl will need to create a new life. Obviously a child should not create a baby, so each individual egg does not get released from the store, the ovary, until a girl starts her periods, the menstrual cycle. Make as small a dot as you can with the sharpest pencil you can: each ovum is smaller than that dot.

Fallopian tubes - These tubes simply are the way an egg, ovum, gets to the womb, there is one on a girl's left side and one on her right.

Uterus - normally called the womb. The womb is where the unborn baby will grow for nine months before being born. All girls have a womb; it is about the size of a closed fist or a pear.

Vagina - The passage leading from the womb to the outside of the body. It is the pathway everything must use coming from the womb to the outside world or from the outside to the womb. The vagina is a small opening in the girl's body protected by a fold of skin, called the labia, it is just behind her **urethra** which is where a girl passes urine from, but in front of her anus where solid waste is passed. The reproductive organs are completely separate from the "waste" (excretory) organs.

Task: Find an adult at home to help you label the diagram you have been given, there is a separate sheet of clues for you!
Whether you are a boy or girl, spend some time in prayer thanking God for the amazing gift of creation and your amazing body!

Girls Growing Up

Boys and girls in the nursery or infants tend to be much the same size. By year Five or Six however, the girls tend to be bigger than the boys as their bodies have begun to produce a messenger, a hormone (called oestrogen) around their body to say time to start changing into a teenager: puberty. This can happen any time between eight to fourteen years of age!

Some of the more obvious changes that happen to girls is that their breasts begin to develop and hair, called pubic hair, will begin to grow around the opening of her vagina and on her groin. These can be confusing times because the changes are not always regular and a girl can become self-conscious; everyone is looking at me! The truth is everything is perfectly normal, all will be well in time and everyone grows in different ways and at different times.

Girls will also find that the shape of their body changes as their hips curve more and their waist slims. Girls' bones get stronger and denser and so they will weigh more, puberty is definitely not a time to even think of going on a diet: eat healthy, exercise plenty and don't be scared to treat yourself, you deserve it, there is a lot going on in your body and you are amazing and beautiful!

Just like boys, your skin will change too, you may get body hair on arms and legs and it is important to keep yourself clean so that any body odour is washed away. Deodorants mask smells, antiperspirants stop your skin working naturally, washing with soap and water is the natural way to cope!

Other changes are taking place inside a girl's body. Your body will begin to release one ovum a month, and if this does not become a new life it too is released from your body: you will have a period. A girl's first period can happen any time between eight and twenty-one years of age and at first it can be quite irregular, you may not know when it is due, but soon it settles into a monthly routine.

A girl may find herself moody or irritable when having her period, quite understandable when something so amazing but so strange is happening to her. We will explain just what periods are using the video in the lesson and in the girls only session we will talk about how to prepare and manage your period when it comes.

TASK: Whether you are a girl or a boy share this sheet with a parent or trusted older brother or sister and talk through what you now know about periods.

A quote from St Paul - All you need is love...

If I have all the eloquence of men or of angels but speak without love, I am simply a gong booming or cymbal clashing. If I give away all that I possess and even let them take my body to burn, but do so without love, it will do me no good at all.

Love is always patient and kind, it is never jealous, love is never boastful or conceited: it is never rude or selfish: it does not take offence and is not resentful.

Love takes no pleasure in other people's faults but delights in the truth: it is always ready to excuse, to trust, to hope and to endure whatever comes.

Love does not come to an end.

In short there are three things that last: faith, hope and love, and the greatest of these is love.

Task: pick a sentence or phrase which reminds you of a time you received love in the way St. Paul describes, retell the story.

Task: pick a sentence or phrase from St Paul which inspires you, which one and why?

Sometimes in assembly we say that there are five ways to give and to receive love:

- | | |
|---------------------------|----------------------------------|
| Sharing quality time | Doing acts of kindness |
| Physical: hugs and kisses | Saying positive things to others |
| Gifts and presents | |

Task: which is your favourite way to receive love from your parents, which is your preferred way of giving love back?

The Ancient Greeks said there were five types of love:

- | | |
|-----------|--|
| Philia | deep friendship between friends over time often from shared experiences, e.g. university, sport or even war |
| Agape | love to all in the world. The Latin translation of agape is caritas where we get the word charity. Pope Benedict kept asking people to be kind to each other, just be kind |
| Pragma | long standing love such as that between family members; even if people don't like each other they can still love each other! |
| Philautia | love for yourself, "Love the Lord your God with all your heart and soul and mind, love your neighbour as you love yourself " You can't love others if you don't love yourself but you can become conceited and arrogant and that is dangerous |
| Eros | Romantic or sexual love. |

Task: With a parent, google (use junior google or Bing for greater safety) “Love is... cartoons”, see if you can find a cartoon for each type of Greek love and copy the words or copy and paste the cartoon.

Love is not.....

Stuff that makes you feel uncomfortable:

- PANTS rule from the NSPCC: -



- Female Genital Mutilation.

So called “friends” making you do stuff you do not want to do.

- Sexting: the video from CEOP.
- Child Sexual Exploitation: when a boyfriend or girlfriend or another child or adult tries to make you do stuff you don't want to do.

People not treating you with the respect you deserve.

- Domestic violence including emotional abuse.
- Boys who have been damaged by pornography.

Your best defence is to

- trust your instincts,
- stay tall and proud of yourself
- and always tell, tell, tell EVEN if you have made a mistake and made a bad decision.

Task: Talk over today's lesson with trusted adults at home.

If you are in danger from home tell Mr Rakowski, Mrs Kenny or Mrs Sargeant or any adult in school or call CHILDLINE on 0800 1111.

