

LONDON BOROUGH OF HAVERING



**ST. URSULA'S
CATHOLIC PRIMARY SCHOOL**

**Relationships and Sex Education
and Health Education Policy**

“With God at the heart of our St Ursula’s family, we welcome all as we learn and grow together”

SPRING 2021

MISSION STATEMENT:

“With God at the heart of our St Ursula’s family, we welcome all as we learn and grow together”

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

CONSULTATION

- The ‘A Journey in Love’ Scheme is provided and endorsed by the Diocese of Brentwood.
- Consultation with school governors to take place in March 2021.
- A review of RSE curriculum content has been undertaken with staff.
- An outline of the RSE Curriculum (mapped by Year Group) is available on the website for parents to view.
- An outline of the CES RSE model Curriculum is available on the website for parents to view, mapped to show where each objective is met.
- Parents informed that an updated ‘A Journey in Love’ Scheme will be implemented from Summer 2021.
- All teaching materials are available to review on request by parents at the school.

IMPLEMENTATION AND REVIEW OF POLICY

Implementation of the policy will take place after consultation with the Governors in March 2021. This policy will be reviewed every year by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is Autumn 2021.

DISSEMINATION

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents in the school office and on the school website. Details of the content of the RSE curriculum will also be published on the school’s website.

“Our schools need to be places where everyone feels valued for their innate dignity.”

Pope Francis

At the start of the Summer Term of 2021, guidance from the Department for Education for Relationships Education, Relationships and Sex Education (RSE) and Health Education becomes mandatory for all Schools, including Catholic Schools. The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. 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.

In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

This initiative has been welcomed by the Catholic Education Service (CES), who clearly state that, Catholic schools are also required to deliver RSE in accordance with the teaching of the Church. RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education, which seeks to form as well as inform young people in preparation for adult life.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers P 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers P 19

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of the Relationship Curriculum, Health and Wellbeing curriculum and the National Curriculum Science. However, the reasons for our inclusion of RSE go further.

SUMMARY OF DFE CONTENT FOR PRIMARY SCHOOLS

1. Relationship Education

Relationships Education and Relationships and Sex Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, children will cover how to treat each other with kindness, consideration, and respect. By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

2. Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. By the end of primary school, children will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol, and tobacco
- health and prevention
- basic first aid
- changing adolescent body

The CES offers perspectives on the provision of outstanding Relationships Education, Relationships and Sex Education, and Health Education in Catholic schools as follows:

For Catholic relationships education, sex education, and health education to be fully effective it needs to:

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age-appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders, and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.

The CES further accentuates that any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

The provision for RSE will incorporate the following pedagogical principles:

- Progressive & Developmental
- Differentiated
- Cross-curricular: RE, IT, PE, Science, Music, Art, English, Health Ed.
- Integrated
- Co-ordinated
- Balanced

AIM of RSE

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 our parents, we aim to provide children with a "positive and prudent sexual education"³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education that believes each person is made in the image and likeness of God.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage, and family life. Throughout the programme there are also clear links to the core values in our 5-star code of conduct: faith, respect, kindness, honesty, and resilience. 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.

Objectives:⁴

To develop the following attitudes and virtues:

- Reverence for the gift of sexuality;
- Respect for the dignity of every person – in their own person and in the person of others;
- Joy in the goodness of the created world and their own bodies;
- Responsibility for one's actions and a recognition of their impact 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;
- Faithfulness 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, including 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;
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

³ Gravissium Educationis 1

⁴ Catholic Education Service Model Policy for Relationships and Sex Education (revised 2020), pp. 3-4

To know and understand:⁵

- 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; (*Parents have the right to withdraw their child from this part of the curriculum*);
- How to keep themselves safe and where to go for advice.

Pope Francis:

It is not easy to approach the issue of sex education in an age when sexuality tends to be trivialised and impoverished. It can only be seen within the broader framework of an education for love, for mutual self-giving. In such a way, the language of sexuality would not be sadly impoverished but illuminated and enriched.

Amoris Laetitia, 280

Bishops' Conference of England and Wales states:

"We expect all Catholic schools to ensure that space is made in the curriculum for Relationship and Sex Education (RSE). The content of what is taught must express the teaching of the Church and should be delivered to suit the age of the children or young people to whom it is addressed. We need to recognise that without providing an education in this area, we leave many young people vulnerable to receiving their education second-hand and often from sources, which damage them and their capacity to love." ⁶

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).

EQUALITIES OBLIGATIONS

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

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.

Our programme '*A Journey in Love*' will cover the specific RSE requirements in conjunction with our Bounce Back Wellbeing scheme, Science curriculum and R.E. curriculum to ensure a progressive and appropriate curriculum provision throughout the school year.

PROGRAMME

St. Ursula's Catholic Primary School has agreed to follow the programme '*A Journey in Love*' as recommended by the Diocese of Brentwood alongside RSE Coordinator and Foundation Governor. Teaching will be whole class, mixed gender learning, with the opportunities for a separate boys and girls forum to facilitate the needs of the individual child if necessary or requested. Children with Special Educational Needs and disabilities (SEN-D) will have support in varying ways depending upon their individual needs and in consultation with their parents/carers.

⁵ Catholic Education Service Model Policy for Relationships and Sex Education (revised 2020), pp. 3-4

⁶ Learning to Love: An Introduction to Catholic Relationship and Sex Education (Relationships Education, Relationships and Sex Education and Health Education) for Catholic Educators, p. 3

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- values clarification

While our Wellbeing scheme is taught as part of the weekly timetable alongside the core curriculum, the 'A Journey in Love' SRE portion of learning is taught during the Summer term and integrated into the wider curriculum. Parents are always informed ahead of the SRE delivery of dates on which lessons will take place.

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.

ROLES AND RESPONSIBILITIES

Safeguarding Procedures

The school has procedures and policies in place to deal with any sensitive issues or pupils thought to be vulnerable. All staff will pass on any concerns of this nature to the designated child protection officer in school.

The Role of the Parent

The school recognises that parents/carers are the primary educators of their children and will seek to support them in their task. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents and carers to find out more. It will ensure that parents/carers are consulted with and kept fully informed of what is happening in RSE in terms of content, delivery, timing, and evaluation. Parents and 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.

Pope Francis:

The overall education of children is a "most serious duty" and at the same time a "primary right" of parents. This is not just a task or a burden, but an essential and inalienable right that parents are called to defend and of which no one may claim to deprive them. *Amoris Laetitia*, 8

The Right of Withdrawal

Parents have the legal right to withdraw their children from Sex Education where this is not contained in the National Curriculum science orders. It is however hoped that parents sending their children to a Catholic school would see the importance of educating children in these matters within the context of the Catholic faith. Should parents wish to withdraw their children they should notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning. The Catholic Education Service espouses the belief that that the controlled environment of the classroom is the safest place for this curriculum to be followed.⁷ Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

⁷ Catholic Education Service Model Policy for Relationships and Sex Education (revised 2020), p. 5

The Role of the Governors

The Foundation Governors of Catholic schools are appointed by the Bishop in order to promote and safeguard the Catholicity of the school. As such, they should also be aware of and implement the Church's teaching and any diocesan guidelines regarding Relationships Education, Relationships, Sex Education, and Health Education, for the benefit of children and young people in their care. Governors will:

- draw up the school's 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 the Church's teaching;
- 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.⁸

The Role of the Headteacher

The Headteacher has overall delegated responsibility for the implementation of the Relationships Education, Relationships and Sex Education and Health Education policy and its integration into the school's curriculum and Catholic life; and for liaison with the Governing Body, parents, the Brentwood Diocese Education Service and the Local Education Authority or Multi-Academy Trust where appropriate, also appropriate agencies.⁹

The Role of All Staff

Relationships Education, Relationships, Sex Education, and Health Education is a whole school issue. All staff will be involved in developing children's personal and social skills and the attitudes and virtues aspect of Relationships Education, Relationships and Sex Education and Health Education programme. Furthermore:

- 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 wellbeing of their pupils.
- Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school.
- Appropriate training must be made available for all staff teaching RSE.
- All staff should be included in the development of the RSE policy and all staff should be aware of the policy and how it relates to them.¹⁰

The Role of the Coordinator

The RE Coordinator will implement inset for staff in order to develop and enrich their knowledge of this area of the curriculum and will monitor the teaching of Relationship and Sex Education in the school.

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, 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. Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

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.

⁸ Catholic Education Service Model Policy for Relationships and Sex Education (revised 2020), p. 6

⁹ Catholic Education Service Model Policy for Relationships and Sex Education (revised 2020), p. 6

¹⁰ Catholic Education Service Model Policy for Relationships and Sex Education (revised 2020), p. 7

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

This policy will be monitored annually by the RSE Coordinator and reviewed annually by the Governing Body. Parents/carers will be consulted with if any changes or adaptations are proposed.

APPENDIX 1 – PROGRAMME OVERVIEW – A JOURNEY IN LOVE

Early Years: The wonder of being special and unique.

AIM: To explore the wonder of being special and unique.

Year 1: We meet God’s love in our family.

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

Year 2: We meet God’s love in the community.

AIM: To describe how we are growing and developing in diverse communities that are God – given.

Year 3: How we live in love.

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

Year 4: God loves us in our differences.

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

Year 5: God loves us in our changing and developing.

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

Year 6: The wonder of God’s love in creating new life.

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

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

Cardinal Basil Hume.

APPENDIX 2 – OVERVIEW OF A JOURNEY IN LOVE MAPPING GRID

	A JOURNEY IN LOVE	DFE GUIDANCE
<p>Early Years Aim: To explore the wonder of being special and unique.</p>	<p>1. Social and Emotional LI: To recognise the joy of being a special person in my family.</p> <p>2. Physical LI: To recognise that we are all different and unique.</p> <p>3. Spiritual LI: To celebrate the joy of being a special person in God’s family.</p>	<p>Families and people who care for me Families are important for children growing up because they can give love, security, and stability. That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and, the vocabulary and confidence needed to do so, and where to get advice.</p>
<p>Year 1 Aim: To focus on families and specially growing up in a loving, secure, and stable home.</p>	<p>1.Social and Emotional LI: To recognise the signs that I am loved in my family.</p> <p>2. Physical LI: To recognise how I am cared for and kept safe in my family.</p> <p>3. Spiritual LI: To celebrate ways that God loves and cares for us.</p>	<p>Families and people who care for me Families are important for children growing up because they can give love, security, and stability. The characteristics of a healthy family life: commitment to each other, including in times of difficulty, protection and care for children including other family members, the importance of spending time together and sharing each other’s lives</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. The conventions of courtesy and manners. The importance of self- respect and how this links to their own happiness. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Online relationships The same principles apply to online relationships as to face- to- face relationships, including the importance of respect for others online.</p> <p>Being safe The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. What sorts of boundaries are appropriate in friendships with peers and others? The concept of privacy and the implications of it for both children and adults. Not always right to keep secrets. Each person’s body belongs to them, understanding differences between appropriate and inappropriate contact. How to respond safely to adults they may not know.</p>

<p>Year 2 Aim: To describe how we are growing and developing in diverse communities that are God - given.</p>	<p>1.Social and Emotional LI: To recognise the joy and friendship of belonging to a diverse community.</p> <p>2. Physical LI: To describe ways of being safe in communities.</p> <p>3. Spiritual LI: To celebrate ways of meeting God in our communities.</p>	<p>Families and people who care for me That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. That in schools and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p>
<p>Year 3 Aim: To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe.</p>	<p>1.Social and Emotional LI: To describe and give reasons how friendships make us feel happy and safe.</p> <p>2. Physical LI: To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p> <p>3. Spiritual LI: To celebrate the joy and happiness of living in friendship with God and others.</p>	<p>Families and people who care for me Those stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children’s security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy or manners. The importance of self – respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. The importance of permission seeking and giving in relationships with friends, peers, and adults.</p>

		<p>Online relationships</p> <p>The same principles apply to online relationships as to face- to- face relationships, including the importance of respect for others online. Sometimes people may behave differently online including by pretending to be someone they are not. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p>Being safe</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? How to respond safely to adults they may not know.</p>
<p>Year 4</p> <p>Aim: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God’s love accepts us as we are now and as we change.</p>	<p>1.Social and Emotional</p> <p>LI: To describe how we all should be accepted and respected.</p> <p>2. Physical</p> <p>LI: To describe how we should treat others making links with the diverse modern society we live in.</p> <p>3. Spiritual</p> <p>LI: To celebrate the uniqueness and innate beauty of each of us.</p>	<p>Families and people who care for me</p> <p>Stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children’s security as they grow up. That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p> <p>Caring friendships</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p> <p>Respectful relationships</p> <p>The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy or manners. The importance of self – respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes can be unfair, negative, or destructive. The importance of permission seeking and giving in relationships with friends, peers, and adults.</p> <p>Being safe</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p>

<p>Year 5 Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty- sensitivity, mood swings, anger, boredom etc., and grow further in recognising God’s presence in our daily lives.</p>	<p>1.Social and Emotional LI: To show knowledge and understanding of emotional relationship changes as we grow and develop.</p> <p>2. Physical LI: To show knowledge and understanding of the physical changes in puberty.</p> <p>3. Spiritual LI: To celebrate the joy of growing physically and spiritually.</p>	<p>Families and people who care for me That those stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children’s security as they grow up.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. The importance of self – respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes can be unfair, negative, or destructive. The importance of permission seeking and giving in relationships with friends, peers, and adults.</p> <p>Online relationships The same principles apply to online relationships as to face- to- face relationships, including the importance of respect for others online. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</p> <p>Being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? Each person’s body belongs to them, understanding differences between appropriate and inappropriate contact.</p>
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<p>Year 6 Aim: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focussing on Catholic teaching, children will also know and understand about the conception of a child within Marriage.</p>	<p>1.Social and Emotional LI: To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</p> <p>2. Physical LI: To explain how human life is conceived.</p> <p>3. Spiritual LI: To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life – long relationships.</p>	<p>Families and people who care for me Stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children’s security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. The importance of self – respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes can be unfair, negative, or destructive. The importance of permission seeking and giving in relationships with friends, peers, and adults.</p> <p>Online relationships The same principles apply to online relationships as to face- to- face relationships, including the importance of respect for others online. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them. Sometimes people act very differently online, including pretending to be someone they are not. Understand how data is shared and used online.</p> <p>Being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? Each person’s body belongs to them, understanding differences between appropriate and inappropriate contact.</p>
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The aesthetic experience of love is expressed in that “gaze” which contemplates other persons as ends in themselves, even if they are infirm, elderly, or physically unattractive.

Love opens our eyes and enables us to see, beyond all else, the great worth of a human being.

The joy of this contemplative love needs to be cultivated.

Since we were made for love, we know that there is no greater joy than that of sharing good things: “Give, take, and treat yourself well” (Sir 14:16).

he most intense joys in life arise when we are able to elicit joy in others, as a foretaste of heaven.

Amoris Laetitia (128/9)

APPENDIX 3 – OVERVIEW OF COME AND SEE

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church <i>family</i>	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselfs Created in the image & likeness of God	Loving God who never stops loving
Baptism/confirmation <i>belonging</i>	Welcome Baptism: a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
Advent/Christmas <i>loving</i>	Birthday Looking forward to Jesus' birthday	Waiting Advent a time to look forward to Christmas	Preparations Advent; preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent; waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church <i>community</i>	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community life in the local Christian community: ministries in the parish	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
Eucharist <i>relating</i>	Gathering The parish family gathers to celebrate Eucharist	Meals Mass; Jesus' special meal	Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter <i>giving</i>	Growing Looking forward to Easter	Change Lent a time for change	Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost <i>servicing</i>	Good News Passing on the Good news of Jesus	Holidays & holydays Pentecost: feast of the Holy Spirit	Spread the word Pentecost a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation <i>Inter-relating</i>	Friends Friends of Jesus	Being sorry God helps us to choose well Sacrament of Reconciliation	Rules Reasons for rules in the Christian family Sacrament of Reconciliation	Choices The importance of examination of conscience Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
Universal Church <i>world</i>	Our world God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure; the world	Special places Holy places for Jesus & the Christian	God's people Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family