

A 'Journey in Love' guide for parents

This is our school

Together we worship: Together we learn: Together we belong
With the love of God, our dreams and ambitions come true.

SAFEGUARDING STATEMENT

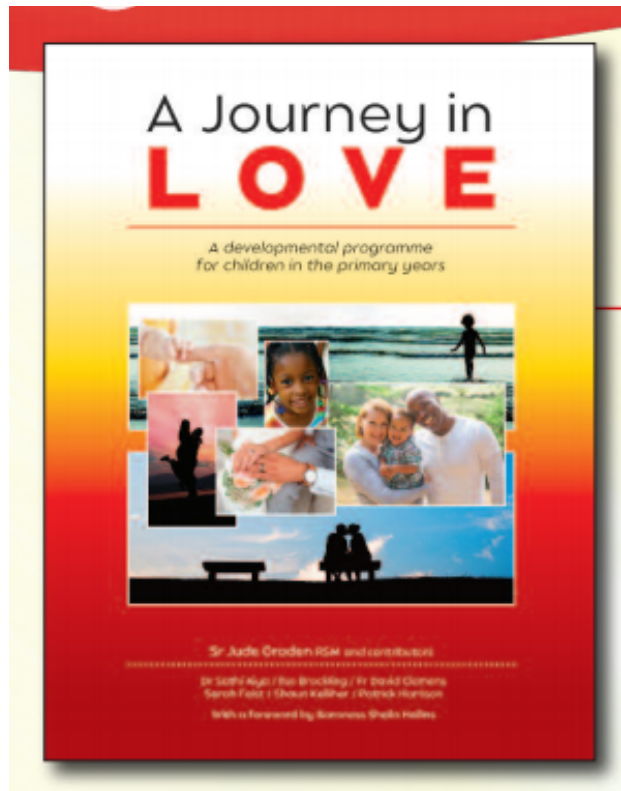
“Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.



I PRAISE YOU
BECAUSE I AM

fearfully
AND
wonderfully
MADE

PSALM 139:14^{NIV}



A Journey In Love is a set of resources created by Sister Jude Groden of BRES. It is the recommended programme of study for Catholic schools for Sex and Relationship Education, and has been written as a progressive scheme of work that supports the Religious Education, PSHE and Science curricula taught within the school.

Aims of Relationship, Sex and Health Education(RSHE)

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God
- To help pupils develop an understanding that love is the central basis of relationships
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships
- To offer sex education in the wider context of relationships.
- To ensure that pupils protect themselves and ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To help pupils to develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

Love...

At the heart of Christian faith is love: St. John says that God is love (1 John 4:9) and the whole purpose of Christianity is to live it as fully as possible in and through love. This means that we have to link every aspect of our being, from birth to death, with love. Through our love for others, we link ourselves with God the Father, through Jesus Christ his Son, and through the Spirit.

A Journey in Love has at its foundation the belief that we are made in the image and likeness of God, and as a consequence, gender and sexuality are God's gift, reflect God's beauty and share in the divine creativity.

In order that children may grow and develop healthily and as complete human beings, they must have an understanding of their gender and the implications for successful relationships, they must be at ease with themselves and grow in self-knowledge.

A different aspect of the mystery of love is explored in each year group and all are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth, through a series of lessons with activities and reflections which focus on physical, social, emotional, intellectual and spiritual development.

Themes explored in each year group:

Nursery- Wonder at God's Love

Reception- God loves each of us in our uniqueness

Year One -We meet God's love in our family

Year Two- We meet God's love in the community

Year Three -How we live in love

Year Four -God loves us in our differences

Year Five -God loves me in my changing and development

Year Six -The wonder of God's love in creating new life



How will we organise lessons for Journey in Love?

- before the programme begins ground rules are set with the children regarding the kind of positive behaviour expected of every child,
- all children and teachers treat each other with respect, all questions and answers are listened to in a sensitive and sensible manner,
- any child who is silly, or disruptive and who deliberately attempts to embarrass or hurt another member of the group will be asked to leave,
- children may be taught in small groups for some elements of the programme
- some lessons may be taught in single sex groups as appropriate,
- all children will cover the same topics,
- lessons may include; discussions, presentations, questions, written work, homework

What if a child asks a difficult question?

There are specific areas that we feel should not be discussed within the context of our school lessons, e.g. contraception, as we feel that our children are not yet emotionally mature to handle these issues. These are all topics which are dealt with at secondary school.

If a child does ask a question outside the scope of our programme it will be dealt with in a sensitive and caring manner. We would always ask the child concerned to discuss the issue with their parents.

How can I help?

- by talking with your child at home,
- by discussing their work after each lesson
- by listening to any concerns,
- by reassuring your child that you are there if they need to talk about anything at all,
- by helping with homework activities,

What if I don't feel that my child is ready for this programme of work?

We ask that if parents feel that their child may not be quite ready for the content within the programme, they should make an appointment with Mrs McCallum or Miss Jordan to discuss this further.

The Journey in Love programme of learning is broken into 4 aspects of human development:

- Physical
- Social
- Emotional
- Intellectual

Each aspect is then broken down into:

- Activities
- Pause & Reflect
- Prayer

Please find a brief summary of the learning that will take place within each year group:

Nursery - Wonder at God's love

Children begin to know and understand that they are part of the wonder of God's love and creation.

Key Words: God, wonder, love, creation, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size

Physical Children focus on their hands e.g. size, length of fingers, nails. They focus on each other's eyes and note the colour and shape, they look at their faces and whole body shapes, size, shape and features.

Social Children look at their pictures and discuss how they are the same/ different and that each one is special. They discover how many boys and girls there are in the class and divide into groups for a play activity.

Emotional Children begin to observe and become sensitive to facial expressions. They focus on individual expressions and discover the beauty of their smile.

Intellectual Children focus on the cause of happy and sad feelings and identify the signs of feeling happy and sad. They look at expressions in photographs.

Spiritual Children focus on the wonders of God's world, e.g. people, animals, trees, land, seas etc. They see their special place as part of the wonder of God's creation.

They share scripture:

'You created every part of me;
And put me together in my mother's womb.

Psalm 139:13



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PSALM 139:14 NIV

Reception – The wonder of being special & unique

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

Key words: God, unique, different, special, eyes, hair, boy/girl, hands, fingers, name, family, love, womb, describe, wonder, features, unique, belonging, different, special, womb, friends, generous, worried, Baptism

Physical Does it matter if we are all different? How are we different? Why has God made us all special and different to Him? How can we be friendly to others: make and keep friends; showing care and being generous to each other?

Social Who do I play with at school and why does he/she play with me? Explore favourite games. Why are you special to your family? What do you love about belonging to your family?

Emotional Explore how we feel about our friends at home and at school. Explore why we play with them. How do you know you are special? Who would you go to if you needed help?

Intellectual Explore why it is important to have friends and describe a good friend.

Spiritual To consider: Is Jesus our friend? To share the story from scripture 'Jesus welcomes the little children' and talk about children being special to God. How does God show love to you and your family? How do we celebrate with each other? What church celebrations do you enjoy? What celebrations do we enjoy and look forward to? How can we celebrate being a special part of God's family? (Baptism, prayer, kindness)

Who is the Mother of Jesus? Why is she special? To know that Jesus grew for nine months in Mary's womb.



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Year One – We meet God's love in our family

Children know and understand that they are growing and developing as members of their own family and God's family.

Key words: unique, friend, respect, God, important, different, special, love, care, commitment, secure, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, arms, breasts, nipples, waist, elbow, penis, vagina, bottom, anus, legs, knees, ankles, feet, toes.

Physical Who is in my family? E.g. mother, father, brothers, sisters, grandparents etc. What are characteristics of a happy family? How do we act with adults that are not in our family or those we do not know? How does your family keep you healthy -? Include physical, mental and spiritual health. Including taking care not to spread diseases e.g., washing hands, coughs and sneezes etc. How many children have babies in their families? Babies come in all sizes, some have long legs, some have hair, some without etc.

Talk about how fast babies change and grow and ask at home about themselves as a baby.

Social Invite the children to share their home research
Parents share the wonder and excitement of these moments of growth and development for them. How is love shown in your family? Why are the words 'please', thank you and 'sorry' important to create a happy family? How do these words show consideration? How does saying 'sorry' show respect, build bridges, keep us safe and help us to build a happy family and mend broken friendships?

Emotional What are the happiest moments in your family? E.g. birthdays, christenings, weddings.

What are the saddest moments in your family? E.g. death of pets, leaving home. How is love shown in your family? Why is teasing and bullying wrong and unacceptable within families and friendships?

Intellectual Why do we need to grow up in families? What happens if you grow up without a family? Would it be a happy experience? What would you miss? How would life be different? Why should we always tell the truth?

Spiritual We are members of God's family. How were we born into God's family? How are we made in the image of God? What ways have we grown in love and security in our families? How do we know we are loved and cared for by God? How will we thank God for his unconditional love?

What special title do we give to God as members of God's family? E.g. Our Father, Jesus our Brother, Holy Spirit, our friend and Guide.

Year Two – We meet God's love in the community

Children know and understand that they are growing and developing in a God-given community.

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

Physical Do you belong to a community? E.g. school, Parish, a club etc. What other community do you belong to? How do you belong to these communities? What makes us feel safe in our community? When might you not feel safe and when is it not right to keep a secret? Who would you go to if you felt worried or upset? What would you do if you were worried about another person being unsafe? Who are the appropriate people to talk to? How can you use the internet and digital devices safely at home? In school? With your friends? How can we check what we are seeing is true? What are the things that are harming our world? How can we stop them and care for our common world?

Social Is belonging to a community important? What do we receive from the community we belong to? What do we give to the community we belong to? How do different individuals enrich our communities? How do we learn from each other and show an understanding of different roles and responsibilities people have in our communities?

Emotional How does a community help us to develop our feelings and emotions? Are we always happy in our community? Are we, as a community sometimes sad or upset? What do you bring to your community? (respect, love, care, generosity of spirit, loyalty and forgiveness)

Intellectual Could people feel alone even though they belong to a community? What would they miss out on? What are the advantages of being on your own?

Spiritual If God is called 'Our Father' what does that make us? As children of God how should we treat each other? How does the school motto or mission statement celebrate this community? How do we, as a community reach out to others at a time of their need? How and where do we meet God in the community? How do you show respect, love and care for all God has created and strive to keep each other safe?

Year Three – How we live in love

Children know and understand the virtues essential to friendship, e.g. loyalty, responsibility... and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.

Key Words: God, forgiveness, health, safe, exercise, relationships, community, alone, lonely, personal space, God-given, belonging, family, diverse, guardian, carer, mother, father, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful.

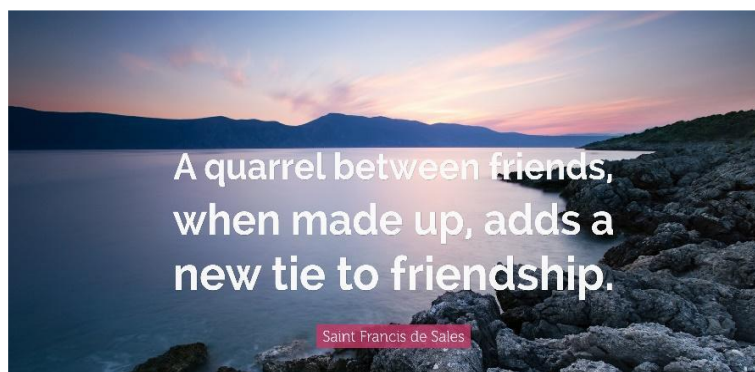
Physical Who takes care of me? How do I look after myself? E.g. safety, crossing the road, healthy eating etc. How am I changing? What things trigger disagreements between friends and within friendship groups? How do these make people feel? What is the best way to resolve disputes? Why is violence never the answer? Healthy friendships make people feel included: how should we react if we or others feel lonely or excluded?

Social How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others? How do friends make me feel happy and secure? Who could you turn to if you didn't feel safe in a friendship? What is the difference between a relative, friend and an acquaintance?

Emotional How do you feel when a friend is not there for you? What are the qualities of a true friend? How would you respond to an adult who you did not know that made you feel unsafe or uncomfortable? How can friendships change? Sometimes people behave differently online, even our friends. How can we make sure these friendships are positive and safe? How do your friends feel when you are not there for them? How can you be a more supportive friend?

Intellectual Can you recognise the difference between being alone and being lonely? Recognise the need for personal privacy e.g. personal space

Spiritual Explore the story of Zacchaeus who was an outcast. Jesus accepted him as a friend, welcomed and forgave him. How can I forgive and include others as Jesus did? How does the gift or the Sacrament of Reconciliation help restore friendship with God and others? How can these words inspire help and guide us to improve our friendships? What Bible stories teach us about beauty of forgiveness? Luke 15:11-22, Luke 15:4-7, Luke 17, Luke 19:1-10. What does the phrase: "to err is human, to forgive is divine" mean to you?



Year Four – God loves us in our differences

Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.

Key words: God, gifts, talents, difference, development, change, male and female body parts, conflict, appreciate, celebrate, achievement, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, innate, beauty, dignity.

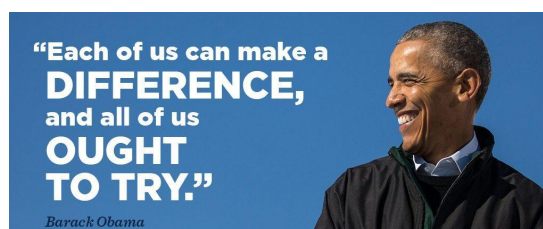
Physical Continue to recognise that all pupils grow and develop at a different rate. How do we respect others: even if they are different – physically, ethnically, culturally, or in religious beliefs? How might these difference change as we grow? In what ways can we expect to be treated and in turn show others the same respect? How can we challenge the stereotypes that encourage any bullying in all forms? How could daring a friend to do something you would not do challenge the golden rule of 'treat others as you would like them to treat you'? Is keeping a secret always right? How can we recognise the innate dignity of every person and ask God to help us to see it?

Social How do I learn to accept and celebrate who I am? How do I accept difference in others? How do I deal with difference and manage the conflicts that arise? Is there more to courtesy than 'please' and 'thank you'? In what ways is being polite and courteous helping to make the world a better place to live in? How would you ensure that you have a part to play in keeping yourself and others in your community safe? How do authority figures help communities and societies work together better? How do we include everyone and celebrate each other's differences in school, home and in communities?

Emotional How do I appreciate my own gifts, talents, achievements and all that makes me unique? How do I appreciate others and the gifts they have been given? How do I deal with the natural, negative emotions that present themselves?

Intellectual Can I identify and name my feelings? Do I understand what these feelings are? How do I deal with what I feel, and can I analyse my feelings and actions?

Spiritual What makes you unique? What are your special gifts, qualities and talents? What attributes do others recognise in you? Why are being honest, truthful and having integrity positive attributes? How can your gifts be used for the common good? How can you support each other to care for mental health and wellbeing, recognising the importance of expressing feelings?



Year Five – God loves me in my changing and development

Children become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom, etc. and grow further in their understanding of God's presence in their daily lives.

Key words: God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation, reproduction, production, hormones, menstruation, biological, respect, hormones, pituitary glands, uterus, fertilised ovum, fallopian tube, vagina, vulva, cervix, womb, period.

Physical and intellectual

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

Social and Emotional

Recognise behaviour changes as we grow up. Do you think these changes affect your friendships? Are these determined by how you treat others? Are there ways of becoming more sensitive to your emotional development and that of others? If a friend was struggling with self-esteem, what would you advise them to do? Where would you go to report concerns or if you were worried about feeling unsafe or concerned about yours or a friend's mental wellbeing? How can this translate to staying safe online? Expectations are different and are often dependent on our experiences, and treatment by others, and our view of the world in which we live. Reflect on the ways to become more sensitive to the emotional development of oneself and others.

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



Year Six – The wonder of God’s love in creating new life

Children develop in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.

Key Words: God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, fiancé, fiancée.

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

Emotional and Social What is your understanding of love? What does it mean to be patient, kind and never jealous? What does it mean not to be boastful, conceited and never to seek advantage? What does it mean not to take offence, store up grievances or rejoice at wrongdoings? Explain what it means that love finds its joy in the truth and never comes to an end.

Spiritual What are the characteristics of a positive respectful relationship? When making friends online how can the information be used negatively and positively? When building relationships online, how can we recognise risks and how do we report them? What sort of boundaries are appropriate in friendships with peers, and others including in a digital context? How would we report this and where would we get advice? How can we ensure we are contributing to the wellbeing of others and taking steps to avoid seeing negatives – how will this impact on building positive relationships? How can we discover the presence of God in family and friends?



**We praise and thank you, Lord, for gifts of life and love.
Help us to use these wisely as we continue to journey in love**