



Journey in Love Curriculum Overview

Great Crosby Catholic Primary

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

Throughout A Journey in Love, an aspect of the mystery of love is focussed upon in each group, children and young people 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 in the Primary Years through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development.

As with all aspects of learning, children are naturally curious and many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and again these are treated with care and understanding.

A Journey in Love highlights the importance of parental input and children will be told to discuss their lessons at home.

JOURNEY IN LOVE AND DFE GUIDANCE From September 2020, 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. This initiative has been welcomed by the Catholic Education Service (CES), who state clearly 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. A Journey in Love offers opportunities to teach DFE guidance on Relationships Education and Relationships and Sex Education in age-appropriate ways. The Catholic Education Service 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.

Early Years

To explore the wonder of being special and unique.

Year R – The wonder of being special and unique.

Autumn Term - Social and emotional – To recognise the joy of being a special person in my family. Why are you special to your family? How do you know you are special? What do you love and enjoy about belonging to your family? Who would you go to if you felt worried or needed help?

Key words: God, wonder, love, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique, belonging, different, special, womb, describe, friends, generous, worried, Baptism.

	<p>Spring Term - Physical – To recognise how we are all different and unique. How am I unique and different to others? How am I the same as other people? What makes us all different? Why has God made us all different and special to Him? How can we be friendly to others; make and keep friends, showing care and being generous when we are together?</p> <p>Summer Term - Spiritual – To celebrate the joy of being a special person in God’s family. How do we celebrate with each other? What church celebrations do we enjoy?</p>	
<p>Year 1</p> <p>To focus on how we meet God’s love in our families.</p>	<p><u>Year 1 – We meet God’s love in our family</u></p> <p>Autumn Term - Physical – To recognise how I am cared for and kept safe in my family. Who are my family? What are some of the characteristics of a happy family? How does your family help you to keep healthy? Can I identify and name each part of the body? Can I say what part of the body is associated with each sense? Can I think of ways I can stay fit and healthy? Include physical, mental and spiritual health.</p> <p>Spring Term - Social and emotional – To recognise signs that I am loved in my family. Key words: loving, secure and stable home. How is love shown in your family? Why are the words ‘please’, ‘thank you’ and ‘sorry’ important to create a happy family? Why is teasing and bullying wrong and unacceptable within families and friendships? Why should we always tell the truth?</p> <p>Summer Term - Spiritual – To celebrate ways that God loves and cares for me. We are all part of God’s family. How do we grow in God’s family? What ways have we grown in love and security in our families? How do we know we are loved and cared for by God? In the story of The Lost Sheep how does God show he loves and cares for each and all of us, in our families and in our school community?</p>	<p>Key words: Unique, friend, respect, secure, God, love, care, commitment, stable, important, different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, arms, breasts, nipple, waist, elbows, penis, vagina, vulva, bottom, anus, legs, knees, ankles, feet, toes.</p>
<p>Year 2</p> <p>To describe how we meet God’s love in our diverse communities</p>	<p><u>Year 2 – We meet God’s love in our community</u></p> <p>Autumn Term - Physical – To describe ways of being safe in communities. What makes us feel safe in our families, in our friendships and in our wider communities? In what ways might you feel unsafe, and when is it not right to keep a secret? Who would you go to if you were worried about another person whom you considered unsafe? How can we use the internet and digital devices safely at home? In school? And with our friends? Is all the information that we see online true?</p>	<p>Key words: Community, local, global, impact, responsibility, harm, improve, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, recognise emotions, friendships, relationships, secrets, stereotypes, respects, equal.</p>

<p>that are God-given.</p>	<p>What are the things that are harming our world and how can we try to stop them? Make links to Laudato Si and care of our common home.</p> <p>Spring Term - Social and emotional – To recognise the joy and friendship of belonging to diverse communities.</p> <p>How do we show we belong to a family? What are the joys of belonging to a community? How do different individuals enrich our communities? How do we learn from each other and show an understanding of the different roles and responsibilities people have in their communities? What do you bring to the communities you belong to?</p> <p>Summer Term - Spiritual – To celebrate ways of meeting God in our communities.</p> <p>God is our father; how can we be children of God? As children of God, how do we treat each other? How do we help those who are lonely? How does our school mission statement celebrate this community? How do we, as a community, reach out to others in their time of need? How and where do we meet God in the community? How do we show respect, love and care for all God has created and strive to keep each other safe?</p>	
<p>Year 3</p> <p>To describe and give reasons for how we live in love and grow in caring and happy friendships where we are safe and secure.</p>	<p><u>Year 3 - How we live in love</u></p> <p>Autumn Term - Physical – To describe and give reasons why friendships can break down, how they can be repaired and strengthened. What things trigger disagreements between friends and within friendship groups? What might be the best way to resolve conflict in friendships? Healthy friendships make people feel included; how should we react if we or others feel lonely or excluded?</p> <p>Spring Term - Social and emotional – To describe and give reasons how friendships make us feel happy and safe. How do friendships make us feel safe and secure? Who could you turn to if you didn't feel safe in a friendship? What is the difference between a relative, a friend and an acquaintance? How can friendships change?</p> <p>Summer Term - Spiritual – To celebrate the joy and happiness of living in friendship with God and others. How can I forgive and include others like Jesus did? How does the gift of the Sacrament of Reconciliation help restore friendship with God and others? How can these words inspire, help and guide us to improve our friendships?</p>	<p>Key Words: Community, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful.</p>

Year 4

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 4 - God loves us in our differences.

Autumn Term - Physical – To describe how we should treat others making links with the diverse modern society we live in. How do we respect others, even when they are different from ourselves? How might these differences change over time as we grow? In what ways can we expect to be treated with respect by others and in turn show them the same respect? How can we challenge the stereotypes that encourage bullying of all kinds?

Spring Term - Social and emotional – To describe how we all should be accepted and respected. Is there more to courtesy and manners than saying 'please' and 'thank you'? In what ways is being polite and courteous helping to make a better world to live in? How do authority figures help communities and societies work together better?

Summer Term - Spiritual – To celebrate the uniqueness and innate beauty of each of us. What are your special gifts and talents? What attributes do others recognise in you? How can your gifts be used for the Common Good? What is it that we can do for each other to support each other's mental health and wellbeing, recognising the importance of expressing feelings.

Key words: God, gifts, talents, difference, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, innate, beauty, dignity.

Year 5

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 5- God loves us in our changing and developing

Autumn Term - Social and emotional – To show knowledge and understanding of emotional relationship changes as we grow and develop. Recognise behaviour changes as we grow up. Reflect on ways to become more sensitive to the emotional development of oneself and others. Identify how our responsibilities change, as we grow older. Who is dependent on me and who do I depend on?

Spring Term - Physical – To show knowledge and understanding of the physical changes in puberty. Identify and celebrate the ways I have changed since birth. Discuss the external and internal changes which happen to boys and girls in puberty. Why do we think we might need to change our hygiene routines during puberty? Understand the purpose of the menstrual cycle and the importance of hygiene for boys and girls.

Summer Term - Spiritual – To celebrate the joy of growing physically and spiritually. Celebrate the wonder of change. What do we like about growing up? What can be difficult about growing up

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

	spiritually, emotionally and physically? What difficulties might you face as your body changes and grows?	
Year 6 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.	<p><u>Year 6 – The wonder of God’s love in creating new life</u></p> <p>Autumn Term - Social and emotional – To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of a happy family. Recognise and compile a list of the signs of love expressed in those around us. Reflect on the different degrees of friendship that exist. How do we share God’s love with each other? What does it mean to be patient, kind and never jealous?</p> <p>Spring Term - Physical – Explain how human life is conceived. Understand how a child grows within the mother's womb. Identify the organs and reproductive systems of male and female humans. What are the main building blocks of a loving relationship?</p> <p>Summer Term - Spiritual – 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. What are the characteristics of positive and respectful relationships? Include the different ways that we can make friends and relationships with others. E.g. social media platforms. How can we ensure that we are contributing to the wellbeing of others and are taking steps to avoid seeing negatives; how would this impact on building positive relationships?</p>	<p>Key Words: God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, fiancé, fiancée.</p>