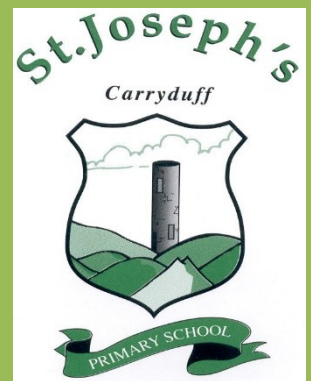


# The Wonder of My Being: Relationships and Sexuality Education Policy



**St Joseph's  
Primary School**

**Date of  
Ratification**

**March 2018**

# **RSE Policy for**

## **St Joseph's Primary School**

<b>Date of ratification by the Board of Governors:</b>	<b>20/03/ 2018</b>
<b>Date of annual review of Policy:</b>	<b>20/03/ 2019</b>

### **Mission Statement**

St Joseph's continues the mission of Christ entrusted to the Church to "go and teach" and seeks to foster and promote Christian spirituality within an ethos of inclusivity and pastoral care.

Integral to the vision that underpins all aspects of life in our Catholic school is the dignity of the human person made in the image and likeness of God. It includes a recognition of the self-worth and value of every child and the fostering of the key values of Catholic education. Through the promotion of mutual understanding and respect for all ethnic, cultural and religious backgrounds, we seek to create an inclusive and supportive environment in which all members of our school community feel valued.

We aim to provide a caring and safe environment in which all children can grow in self-esteem, independence and confidence. Our care for the children enables their holistic development; spiritually, physically, intellectually, morally, emotionally and socially.

Arising from this commitment to develop each individual child, a culture of achievement, improvement and ambition exists which is underpinned by a clear expectation that all pupils can and will achieve to the very best of their ability.

By learning, praying and playing together, we grow as a community in which children, parents, staff and governors demonstrate a commitment to achieving high standards, mutual care and support of each other whilst being constantly invited to rediscover what it is to follow Christ and to give witness to the centrality of Gospel values.

## The Department of Education Circular 2013/16 states

"The Department requires each school to have in place its own written policy on how it will address the delivery of Relationships and Sexuality Education".

The circular also states that Relationships and Sexuality Education

"should be taught in harmony with the ethos of the school and reflect the moral and religious principles held by parent(s)/guardian(s)/carer(s) and school management authorities".

This policy also seeks to address the requirements set out in DE Circular 2017/04 'Safeguarding and Child Protection: A Guide for Schools' which states that schools are responsible for developing their own policy on how they will address RSE within the curriculum, based on the ethos of their school and subject to consultation with parents and pupils.

As a Catholic school, St Joseph's seeks to ensure all of its pupils develop to their full potential spiritually, emotionally, intellectually, physically and socially. The Relationship and Sexuality Education programme is an important element in securing the holistic development of the children.

## Rationale

The sacredness of human life and the uniqueness of each human being is at the heart of the school's teaching of RSE. Sexuality is an integral part of the human person and affects our capacity to give and receive love. The RSE programme is structured to teach, nurture, advise, guide and enable the children to celebrate their faith. Accordingly, the children are introduced to Jesus as the model for living an ethical life and the moral teachings of the Church to provide them with a framework for living.

RSE is taught through the revised programme *The Wonder of My Being* with links to the PDMU programme and other relevant cross-curricular areas.

The RSE Policy takes account of the Equality Act NI 2006 and the guidance from the Equality Commission in March 2009 and seeks to promote inclusivity, equality and respect for all pupils. The pupils learn in a safe and secure environment and all are treated with respect and dignity.

There is a direct link to Child Protection issues which are addressed through the school's Child Protection and Safeguarding Policy and procedures. The school seeks to provide a safe, welcoming and inclusive environment in which there is an inherent respect for difference and the diversity of family life in today's society. Issues of bullying or exclusion are addressed through the Anti-Bullying Policy.

## The Values Underpinning the RSE Policy

The whole school community shares in the mission of faith formation. Our teaching of RSE will enable pupils to clarify their beliefs and develop a respect for and interest in the beliefs of others. Pupils will be given opportunities to explore values and attitudes and to consider how adhering to this moral code will affect their behaviour and their treatment of others.

Children will be taught RSE within a framework which models and encourages the following values:

- A respect for God and creation.
- A respect for self.
- A respect for others.
- Non-exploitation in relationships.
- Commitment, trust and bonding within relationships.
- Mutuality in relationships.
- Honesty with self and others.
- A development of critical self-awareness for themselves and others.
- An exploration of the rights, duties and responsibilities involved in relationships.
- Compassion, forgiveness, mercy and care when people do not conform to their way of life.
- Self-discipline.
- Distinguish between what is right and wrong.

## Aims of the RSE Policy

- To help all to appreciate their worth, dignity and uniqueness as children of God.
- To enable children to form healthy and respectful friendships and relationships.
- To foster and promote their moral development.
- To enable the children to appreciate that sexuality is a gift from God.
- To enhance the personal development, self-esteem and well-being of each child.
- To enable the children to identify and manage a range of feelings.
- To foster and develop mutual respect and understanding.
- To promote responsible behaviour and the ability to make fully informed decisions.
- To foster an understanding of and a healthy attitude to human sexuality and relationships in a moral, social and spiritual framework.
- To promote an appreciation of the responsibilities of parenthood.
- Develop an appreciation for the value and sacredness of human life and the wonder of birth.
- To develop a respect for difference, gender and race within the school and community.
- To help all to value family life in its diversity and the gift of marriage.

## Objectives

The RSE curriculum will enable children to:

- Develop an awareness of the diversity of family life and family patterns.
- Acquire and develop knowledge and understanding of self.
- Develop a positive sense of self-awareness, self-esteem and self-worth.
- Understand the nature, growth and development of relationships within families, in friendships and in wider contexts.
- Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts.
- Become aware of the variety of ways in which individuals grow and change.
- Develop personal skills which will help to establish and sustain healthy personal relationships.
- Develop coping strategies to protect self and others from various forms of abuse (inappropriate behaviours, sexual abuse and exploitation).
- Acquire and improve skills of communication and social interaction.
- Acquire and use an appropriate vocabulary to discuss feelings, growth and development.

## Skills Promoted

- The ability to form and maintain relationships.
- Make well-informed decisions regarding health and well-being.
- The skill of critically evaluating a wide range of information, opinions, attitudes and values.
- The promotion of practical skills (supporting others and future parenting).
- Communication skills (listening to others' points of view, putting one's own view forward, dealing with conflict peacefully and being assertive).
- Decision making skills (making good choices with the relevant information at hand, making moral judgments wisely in contexts and then putting them into practice, acting responsibly as an individual or as a member of a group).
- Interpersonal skills for managing healthy relationships with confidence and with effectiveness.
- Development of a confident group member or leader.

## Roles and Responsibilities

The Board of Governors will examine and ratify the school's RSE Policy. The School Leadership Team will co-ordinate the school's approach to RSE and consult with the Board of Governors, staff, parents and health professionals as appropriate.

The staff will deliver the Wonder of My Being programme and keep parents fully informed about the content of the programme through curriculum meetings and any other appropriate means. The parents will play a complementary role and will support the school

by following up on issues raised during lessons. In all instances parents' wishes will be respected and an accommodation will be made for any parent who wishes to have his/her child withdrawn from the RSE programme.

## **The Management and Co-ordination of RSE in the School**

- The Religious Education Co-ordinator will have responsibility for co-ordinating the delivery of the RSE programme and for monitoring its delivery.
- The SENCO will advise on how the specific needs of some learners can be most effectively met.
- The RSE programme will be delivered through the Grow in Love Catechetical Series and the Wonder of My Being Primary 1-7.
- The RE Co-ordinator will gather and disseminate relevant information on RSE issues to inform planning and to ensure relevance. This will include the provision of training to staff as required. The Down and Connor Catholic Schools' Support Service will provide support and guidance to the RSE Co-ordinator and will be available also to assist with the delivery of in-service training.
- The RSE programme will ordinarily be delivered in mixed gender class. The school will exercise its discretion when considering the delivery of some elements of the Primary Six and Seven programmes and may deliver those aspects of the programme to single sex groups.
- The method for dealing with specific sexual issues which arise is set out in the Specific Sexual Issues section of the policy.
- Arrangements will be made to ensure the inclusion of newcomer children for whom English is an additional language so that their needs are met effectively.

## **Monitoring and Evaluating**

The policy will be reviewed annually by the Safeguarding Team as part of its evaluation of the school's policies and procedures. The Board of Governors will have due regard to any updated guidance issued by DE, CCEA and/or the Catholic Schools' Support Service and revise the policy in light of this guidance as required.

## **Specific Sexual Issues**

The value of human life and the uniqueness of each individual will be at the heart of RSE teaching. The teaching of RSE will reflect the ethos of the school and the moral and religious principles held by parents and school management authorities. If specific sexual issues are raised these will be addressed in accordance with the ethos of the school.

A 'What's in' and 'What's out' strategy will set the parameters for discussion and will clarify the areas which will be taught. A question box approach may also be used for dealing with specific questions which arise. Parents will fulfil their complementary role and take

responsibility for addressing any sensitive issues which may arise during RSE lessons with their children at home.

The 'What's In and What's Out' format should be respected at all times by pupils. Whilst each child's views and questions will be respected, there will be a clear indication of issues that will NOT be discussed in class and will instead be for parents to deal with in the context of their own family circumstances.

## **Confidentiality and Child Protection/Safeguarding Children**

Confidentiality cannot be guaranteed. Where there is disclosure by a child of abuse, Child Protection/Safeguarding Children Procedures will be implemented. The classroom is an open environment and confidentiality cannot be maintained. Therefore, staff and pupils are not encouraged to talk about their personal relationships or experiences during class discussions.

## **Use of Outside Agencies**

Where appropriate, the school may seek to use the skills and expertise of outside agencies to support the delivery of the RSE curriculum. Only those agencies who accept and agree with the underpinning Catholic ethos of the school will be engaged in this supporting role.

## **Relationships between Home, School, Parish and the wider Community**

The effectiveness of our policy and programme depends upon the involvement of all stakeholders. It is our role to assist the work of parents as the child's primary educators. To do this we will teach RSE in a manner appropriate to the emotional and psychological development of the children. The RSE policy is available on the school website for parents to download. The policy will be reviewed annually and there will be on-going consultation on revisions and amendments.

## **Withdrawal from RSE**

RSE is a statutory requirement and therefore forms part of the curriculum. Parents are fully informed about the content of the programme at curriculum meetings and through the school website. The school will take account of any concerns parents may have. The school will seek to support parents and allay their concerns by providing them with the teaching materials and with guidance on the teaching approaches which will be used. Having ensured parents are fully informed about the RSE programme and its delivery, the school will respect any decision parents take regarding their wish to have their child withdrawn from participation in the RSE programme.

## **Links to other relevant policies and education areas (cross-curricular)**

➤ RE Policy.

- Teaching and Learning Policy
- Child Protection and Safeguarding Policy.
- Pastoral Care Policy.
- Health Education Policy.
- Anti-bullying Policy.
- Behaviour Management Policy.
- E-Safety and Acceptable Use of the Internet Policy.
- The World Around Us Policy.
- PDMU Policy.

## Curriculum Organisation and Delivery

The statutory requirements for RSE will be taught primarily through the Religious Education programme *Grow in Love* and *The Wonder of My Being* (the Down and Connor Diocesan RSE Programme). There will be occasions when there will be links between the RSE programme and other relevant areas of the curriculum e.g. PDMU, WAU, Health Education and Safeguarding.

## The Primary Source for the Teaching of RSE include

- Grow in Love P1-P7
- The Wonder of My Being
- The Road Map re: RSE mandatory areas
- Living Learning Together (contents of an extra resource)

## Appendices

### Appendix 1 : A Programme Overview of The Wonder of My Being

*The Wonder of My Being* is included, and there could be reference made to the *Living-Learning-Together*, which is a resource regarding the NI Curriculum in the primary school.

### Appendix 2 : Road Map for Teaching RSE in a Catholic School

This includes the outline of the statutory requirements for RSE as well as how it links with the *Grow in Love* series and *The Wonder of My Being*.

### Appendix 3 : overview of the PDMU Programme: Living-Learning-Together

### Appendix 4 : 'What's In' and 'What's Out' Parameters

### Appendix 5 : Outside Agencies Form

### Appendix 6 : Sample letter for parents of Primary Seven Pupils



## APPENDIX 1

### **The Wonder of My Being Programme Overview**

<b>Year One</b>	Lesson 1 - To appreciate that I am a boy/girl. Lesson 2 - To appreciate that I am part of a family. Lesson 3 - To understand that I grew in my mother's womb. Lesson 4 - To learn that Jesus was part of a family. Lesson 5 - To appreciate that I am special.
<b>Year Two</b>	Lesson 1 - To understand that I needed help with everything when I was a baby. Lesson 2 - To understand that I have grown and changed since I was a baby. Lesson 3 - To understand some developmental stages of babies e.g. crawling, walking, talking. Lesson 4 - To appreciate that my family loves and cares for me. Lesson 5 - To appreciate that God chose Mary to be the mother of His Son Jesus. Lesson 6 - To appreciate that Mary and Joseph loved and cared for Jesus.
<b>Year Three</b>	Lesson 1 - To appreciate that people celebrate weddings. Lesson 2 - To appreciate the qualities that are required for friendship. Lesson 3 - To appreciate the qualities necessary for family. Lesson 4 - To appreciate how a mother cares for her new baby. Lesson 5 - To appreciate that Jesus helped Mary and Joseph at home. Lesson 6 - To appreciate how we can help at home.
<b>Year Four</b>	Lesson 1 - To appreciate that Mary was told by an Angel that she was to be the mother of Jesus. Lesson 2 - To appreciate that an Angel appeared to Joseph to tell him he would be the one to care for Mary and Jesus. Lesson 3 - To appreciate the role of Mary as the mother of God. Lesson 4 - To appreciate the qualities and values that were part of the Holy Family of Nazareth. Lesson 5 - To learn the vocabulary associated with pregnancy and birth. Lesson 6 - To appreciate the preparations that were needed for your birth. Lesson 7 - To appreciate that family is a gift from God.
<b>Year Five</b>	Lesson 1 - To appreciate the uniqueness of each person. Lesson 2 - To appreciate that we are all created in the image and likeness of God. Lesson 3 - To appreciate the importance of preparing responsibly for new life. Lesson 4 - To appreciate the stages of development between birth and two years. Lesson 5 - To appreciate we change as we grow (2 years – 9/10 years). Lesson 6 - To be aware of people who help us grow and develop: family, church, society. Lesson 7 - To revisit the Sacrament of Baptism so that the children can become aware of their place in God's family.

<b>Year Six</b>	<p>Lesson 1 - To appreciate that we are made in God's image and likeness.</p> <p>Lesson 2 - To appreciate the stages of growth before birth.</p> <p>Lesson 3 - To recognise significant moments in our lives to date.</p> <p>Lesson 4 - To recognise that we are created by God and that our bodies are sacred.</p> <p>Lesson 5 - To recognise that our bodies change as we grow.</p> <p>Lesson 6 - To appreciate that everyone is part of the Body of Christ.</p> <p>Lesson 7 - To appreciate the values of friendship in our lives.</p> <p>Lesson 8 - To identify negative behaviour and how it can affect other people.</p>
<b>Year Seven</b>	<p>Lesson 1 - To appreciate that we are called by God.</p> <p>Lesson 2 - To appreciate the presence of God in our lives as we grow and change.</p> <p>Lesson 3 - To appreciate the talents that each of us has and consider how we will use these as we grow and change.</p> <p>Lesson 4 - To appreciate the qualities and characteristics of friendship.</p> <p>Lesson 5 - To understand the importance of accepting and respecting each other just as we are.</p> <p>Lesson 6 - To make pupils aware that they are influenced by many different people and things.</p> <p>Lesson 7 - To appreciate that I can be a good or bad influence on others.</p> <p>Lesson 8 - To help make informed decision about their lives.</p> <p>Lesson 9 - To enable the children to face future changes with optimism.</p>

## APPENDIX 2

### Road Map for Teaching RSE in a Catholic School

#### Relationships and Sexuality Education Outline of Statutory Requirements

#### Foundation Stage

	GROW IN LOVE	THE WONDER OF MY BEING	POSSIBLE SUGGESTIONS / EXTRA RESOURCES
<b>Theme 1: Self Awareness</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: <b>themselves and their personal attributes.</b>	<b>Year One</b> Theme One: My Family Lesson 1: I Have a Name Theme Two: Our World Lesson 2: God Created Us – We Are Special  <b>Year Two</b> Theme Nine: Baptism Lesson 1: A Baby's Baptism	<b>Year One</b> Lesson 1: Appreciate that I am a boy or a girl Lesson 5: Appreciate that I am Special  <b>Year Two</b> Lesson 1: This is Me as a Baby Lesson 2: – This is Me Now	Living Learning Together: Unit 1
<b>Theme 2: Feelings and Emotions</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: <b>their own and others' feelings and emotions.</b>	Year Two Theme One: Our World Lesson 1: 'Another New Beginning' – feelings regarding first day back.		Living Learning Together: Unit 2  Feelings Tapestry – Use coloured post-its to indicate daily feelings.  <b>Songs</b> Feelings – P22 Alive O 2  <b>Books</b> The Resolving Anger Book by Fiona Auslan and Peter Nicholson How Are You Feeling Today? by Molly Potter Have You Filled a Bucket Today? by Carol McCloud
<b>Theme 4: Health, Growth and Change</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: <b>The importance of keeping healthy.</b>		<b>Year One</b> Lesson 3 - Understand that I grew in my mother's womb.  <b>Year Two</b> Lesson 3 - Understand some developmental stages of babies.	Living Learning Together: Unit 3

	GROW IN LOVE	THE WONDER OF MY BEING	POSSIBLE SUGGESTIONS / EXTRA RESOURCES
<b>Theme 4a: Safety</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: How to keep safe in familiar and unfamiliar environments.			Living Learning Together: Unit 3
<b>Theme 5: Relationships</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: their relationships with family and friends.	<b>Year One</b> Theme One – My Family Lesson 2: I Have a Family Lesson 3: I Can Share Love with My Family Lesson 4: We Are All One Family  <b>Year Two</b> Theme Two - We Belong Lesson 1: I Belong in my Family Lesson 2: My Family Belongs in a Community	<b>Year One</b> Lesson 2 - Appreciate that I am part of a Family. Lesson 4 – Learn that Jesus was part of a Family.  <b>Year Two</b> Lesson 4 - Appreciate that my Family Loves and Cares for Me. Lesson 5 – Appreciate that God chose Mary to be the Mother of His son Jesus. Lesson 6 – Appreciate that Mary and Joseph Loved and Cared for Jesus.	Living Learning Together: Unit 4  <b>Songs</b> They Care for Me P82 Alive-O
<b>Theme 8: Similarities and Differences</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: Similarities and differences.	<b>Year One</b> Theme Three: Advent and Christmas Theme Six: Holy Week and Easter Theme Seven: The Church N.B. People can worship God in a variety of ways and places. Seasonal Lessons – 3: St Patrick 4: Lent 5: Mary <b>Year Two</b> Theme Two - We Belong Lesson 3: We all Belong in One Human family Theme Three – Advent and Christmas Theme Seven – Holy Week and Easter Theme Eight – The Church Seasonal Lessons –	<b>Year One</b> Lesson 1 - Appreciate that I am a Boy or a Girl (NB: P5 Content)	Living Learning Together: Unit 6  <b>Books</b> Something Else by Kathryn Cave

	2: Lent 3: Mary		
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## Relationships and Sexuality Education Outline of Statutory Requirements

### Key Stage 1

	GROW IN LOVE	THE WONDER OF MY BEING	POSSIBLE SUGGESTIONS / EXTRA RESOURCES
<b>Theme 1: Self Awareness</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: their self-esteem and self-confidence.	<b>Year Three</b> Theme Nine: Creation Lesson 2: God Created Us – We Are Special  <b>Year Four</b> Theme Nine: Creation Lesson 1: God Created Us – Reflect on a range of individual gifts - identify given gifts	<b>Year Four</b> Lesson 6: Appreciate the preparations that were needed for your birth.	Living Learning Together: Unit 1
<b>Theme 2: Feelings and Emotions</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: <b>their own and others' feelings and emotions and how their actions affect others.</b>	<b>Year Three</b> Theme One – Belonging Lesson 1 – Explore what it feels like to belong and not to belong	<b>Year Four</b> Lesson 1 – Appreciate how Mary felt when she was told by an Angel that she was to be the mother of Jesus Lesson 2 – Joseph's Joy	Feelings Box Prayer Box
<b>Theme 4: Health, Growth and Change</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: <b>strategies and skills for keeping healthy.</b>		<b>Year Three</b> Lesson 4 – Appreciate how a mother cares for her new baby.  <b>Year Four</b> Lesson 3 – Pray Hail Mary. Draw attention to word 'womb' – special part of mum where the new baby grows. Lesson 5 – Learn the vocabulary associated with pregnancy and birth.	
<b>Theme 4a: Safety</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: <b>strategies and skills for keeping safe.</b>			

	GROW IN LOVE	THE WONDER OF MY BEING	POSSIBLE SUGGESTIONS / EXTRA RESOURCES
<b>Theme 5: Relationships</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: <b>and initiating mutually satisfying relationships.</b>	<b>Year Three</b> Theme Two – Jesus Lesson 4: Jesus taught his friends how to live Theme Ten Lesson 1: Living in Love Lesson 2: Growing in Love  <b>Year Four</b> Theme One – Called and Chosen Lesson 1: Our Class – a Circle of Friends Theme Ten – Grow in Love Lesson 1: ‘As I have Loved You’ Lesson 2: Growing in Love	<b>Year Three</b> Lesson 1 – Appreciate that people celebrate weddings. Lesson 2 – Appreciate the qualities required for friendship. Lesson 3 – Appreciate the qualities necessary for family. Lesson 5 – Appreciate that Jesus helped Mary and Joseph at home. Lesson 6 – Appreciate how we can help at home.  <b>Year Four</b> Lesson 4 – Appreciate the qualities and values that were part of the Holy Family of Nazareth. Lesson 7 – Appreciate that family is a gift from God.	<b>Songs</b> Circle of Friends - P44 Grow in Love - Year Four
<b>Theme 8: Similarities and Differences</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: <b>similarities and differences between people.</b>	<b>Year Three</b> Theme One – Belonging Lesson 1 – We belong to the Church Theme 3: Advent and Christmas NB: Ecumenical Link Theme 4: We Hear the Gospel at Mass NB: Ecumenical Link Theme 6: Celebrating Mass NB: Ecumenical Link Theme 7: Holy Week and Easter NB: Inter-Religious Link Theme 8: Jesus is Still with Us NB: Inter-Religious Link Seasonal Lessons Lesson 1 – The Rosary Lesson 2 – Celebrating the Saints Lesson 3 – Lent Lesson 4 – St Patrick Lesson 5 – Inter-Religious Education Lesson		

	GROW IN LOVE	THE WONDER OF MY BEING	POSSIBLE SUGGESTIONS / EXTRA RESOURCES
	<b>Year Four</b> Theme 2: Jesus NB: Inter-Religious Link Theme 3: Advent and Christmas Theme 4: We Hear the Word of God at Mass Theme 6: At Mass, We Give Thanks and We Receive Holy Communion Theme 7: Holy Week and Easter Seasonal Lessons Lesson 1 – The Rosary Lesson 2 – Celebrating the Saints Lesson 3 – Lent Lesson 4 – St Brigid Lesson 5 – Inter-Religious Education Lesson		



## Relationships and Sexuality Education Outline of Statutory Requirements

### KS2

	GROW IN LOVE	THE WONDER OF MY BEING	POSSIBLE SUGGESTIONS / EXTRA RESOURCES
<p><b>Theme 1: Self Awareness</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: their self-esteem, self-confidence and how they develop as individuals.</p>	<p><b>Year Five</b> Theme One – God Lesson 3: I Believe Seasonal Lessons Lesson 5: How We Have Grown in Love</p> <p><b>Year Five</b> Theme Six – The Great Commandment Lesson 2: Living the Great Commandment (NB: I Am Talented)</p> <p><b>Year Six</b> Theme Five – Trusting God Lesson 1: Trust in God (NB: Reflect on their experience of persevering and not giving up.) Lesson 2: Live by the Ten Commandments. (NB: Evaluate right and wrong actions.) Lesson 3: Take Care of the Web of Life Theme Six – Building God’s Kingdom Lesson 1: I Have a Conscience. I Can Choose Lesson 2: God’s Kingdom Grows Through Our Love Theme 10 – Reconciliation Lesson 1: God Forgives Us Theme Eleven – The Mass Lesson 2: We Go from Mass to Live Like Jesus Seasonal Lessons Lesson 4: How We Have Grown in Love</p>	<p><b>Year Five</b> Lesson 1 – Appreciate the uniqueness of each person. Lesson 2 – Appreciate that we are all created in the image and likeness of God.</p> <p><b>Year Six</b> Lesson 1 – My Passport Lesson 3 – My Pathway Lesson 6 – How can you use your body, mind and talents for good.</p> <p><b>Year Seven</b> Lesson 2 – The Many Parts of Me Lesson 3 – Appreciate Our Talents My Identity Shield Lesson 6 – Influences Lesson 7 – Making Informed Decisions</p>	

	<p><b>Year Seven</b></p> <p>Theme One – God Is Always with Us</p> <p>Lesson 3: The Prophets</p> <p>N.B. Explore ways in which they can be called to witness to what is good and truthful in their own lives. How to speak up for what is just and right.</p> <p>Theme Three – Our Christian Vocation</p> <p>Lesson 1: God Calls Each One of Us</p> <p>N.B. Explore the concept of ‘Christian vocation’ as God’s call to live in a certain way.</p> <p>Lesson 2: We Respond to God’s Call</p> <p>N.B. Recognise the choice of responding to or ignoring God’s call.</p> <p>Theme Six – Conscience</p> <p>Lesson 1: We Can Hear God’s Voice Within Us</p> <p>N.B. Understand that we choose to be the person we are.</p> <p>Talk about the kind of people they are now and the kind of people they would like to be.</p> <p>Lesson 2: Our Conscience Develops as We Grow</p> <p>N.B. Explore how the choices they make influence the kind of person they will become.</p>		
<b>Theme 2: Feelings and</b>	<b>Year Five</b>		

<b>Emotions</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: <b>their management of a range of feelings and emotions and the feelings and emotions of others.</b>	Theme One – God Lesson 1: Beginning Again <b>Year Six</b> Theme One – God Lesson 1: God Has a Plan for Us (NB: Emotions and feeling on your first day) <b>Year Seven</b> Theme One – God Is always with Us Lesson2: Explore how words can hurt and heal.		
<b>Theme 4: Health, Growth and Change</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: <b>how to sustain their health, growth and well-being.</b>		<b>Year Five</b> Lesson 3 – Appreciate the importance of preparing responsibility for new life. Lesson 4 – Appreciate the stages of development between birth and two years. Lesson 5 – Appreciate that we change as we grow. Lesson 6 – Be aware of people	Living Learning Together Unit 3
		<b>Year Six</b> Lesson 2 – The Baby Grows in the Womb Lesson 4 – Looking After Myself Lesson 5 – Our Bodies Change as We Grow  <b>Year Seven</b> Lesson 1 – Wheel of Change Lesson 3 – My Future Lesson 9 – Face Future Changes with Optimism	
<b>Theme 4a: Safety</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: <b>copng safely and efficiently with their environment.</b>			
<b>Theme 5: Relationships</b> Teachers should enable pupils to develop knowledge,	<b>Year Five</b> Theme One – God Lesson 2: God Is Love. God Loves Us	<b>Year Seven</b> Lesson 4 – What Makes a Good Friend? Lesson 7 – Who Do I	

<p>understanding and skills in developing: initiating and sustaining mutually satisfying relationships.</p>	<p>Theme Six – The Greatest Commandment Lesson 2: Love God. Love your Neighbour</p> <p><b>Year Six</b> Theme Eight – The Church Lesson 3: Continuing the Mission of Jesus Today Theme 10 – Reconciliation Lesson 2: God Calls Us to Forgive Others</p> <p><b>Year Seven</b> Theme Six – Social Justice Lesson 1: Jesus Teaches Us to Act Justly Lesson 2: Jesus Teaches Us the Beatitudes Lesson 3: We Are Called to Care for Our Common Home Theme Eight – The Holy Spirit Lesson 4: Living a Spirit-filled Life N.B. Examine a community-based project.</p>	<p>Influence? Who Are My Role Models?</p>	
<p><b>Theme 8: Similarities and Differences</b> Teachers should enable pupils to develop knowledge, understanding and skills in developing: valuing and celebrating cultural differences and diversity.</p>	<p><b>Year Five</b> Theme Two – The Bible Theme Three – Jesus Theme Four – Advent and Christmas Theme Seven – Holy Week and Easter Theme Eight – The Church Is a Community of Believers Theme Nine – Celtic Christianity Theme Ten – The Mass Seasonal Lessons Lesson 4: Our Jewish Brothers and Sisters</p> <p><b>Year Six</b> Theme Two – The Bible Theme Three – Jesus Theme Four – Advent and Christmas</p>	<p><b>Year Seven</b> Lesson 5 – Accepting and Respecting Each Other</p>	

	<p>Theme Seven – Holy Week and Easter</p> <p>Theme Eight – The Church (NB Lesson 4: Working for Christian Unity)</p> <p>Theme Nine – The Pilgrim Church</p> <p>Theme Eleven – The Mass</p> <p>Seasonal Lessons</p> <p>Lesson 3: Our Muslim Brothers and Sisters</p> <p><b>Year Seven</b></p> <p>Theme One – God Is Always with Us</p> <p>Lesson 1: Recognise ways in which they are similar and different to others in the class.</p> <p>Lesson 2: God Speaks to Us Through the Bible.</p> <p>Theme Two – Jesus</p> <p>Theme 4: Advent and Christmas</p> <p>Theme 7: Holy Week and Easter</p> <p>Theme 8: The Holy Spirit</p> <p>Seasonal/Additional Material –</p> <p>Lesson 2: Lent</p> <p>Lesson 3: Remembering St Patrick</p> <p>Lesson 4: Mary</p> <p>Lesson 5: Judaism: Rosh Hashanah, Yom Kippur and Sukkot</p> <p>Lesson 6: Judaism: Pesach and the Seder meal</p>		
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### APPENDIX 3

## LIVING-LEARNING-TOGETHER

### Foundation Stage and Key Stage 1 (P1-P4)

#### ***Myself:***

- How I grow, feed, move and use my senses; caring for myself, for example: hygiene, sleep, exercise.
- Their own and others' feelings/emotions and how their actions affect others.
- Naming parts of the body (basic) - developing an agreed language for our bodies.
- Being myself - I am unique, my self-esteem, self-confidence, independence, respect and caring for myself.
- Similarities and differences between myself and others, for example: uniqueness, fingerprints, gender issues, different rates of growth.
- An introduction to the stages of human development - changes as we grow, for example: baby, child, teenager, adult, mother/father, grandparents.
- Recognising moods, feelings and concerns and developing a language and an appropriate manner of expressing them, for example: what do I do if I feel sad or angry?
- Personal likes and dislikes.
- The importance of keeping healthy and safe.
- The importance of keeping healthy and strategies and skills for keeping healthy.

#### ***My Relationships***

- My family, special people in my life - what they do for me and what I do for them.
- Friendships, getting on with each other for example: communicating, playing together, listening, co-operating and sharing.
- Ageing - how do we know that things are alive, dead, young and old.
- Loss and mourning - death of a person or a pet (Note: situations of the pupils should be taken into account prior to introducing this topic).
- Respect and caring for family members and friends for example: caring for a new baby.
- Bullies and what to do about them.
- Personal safety - simple skills and practices to maintain personal safety.
- The difference between good and bad touches.
- Realise that adults and older children are not always friends; the potential danger of relationships with strangers or acquaintances.
- Strategies which pupils might use to protect themselves from potentially dangerous situations.

#### ***My Community/Environment***

- Awareness of different types of families and the roles of individuals within families.
- Keeping safe for example: dangerous places, dangerous situations, the adults who will help, how to get help from others.
- Rules at home, at school and in the community.
- Respect and caring for people in the community, e.g. elderly people.

## Key Stage 2 (P5-P7)

### ***Myself***

- The importance of keeping healthy and safe.
- My body, how it works and how to keep it healthy.
- The physical, social and emotional changes that occur during puberty (girls and boys).
- Myself and my peers - different rates of growth and physical development, maturity.
- Valuing and respecting myself, identifying personal strengths and weaknesses.
- Feelings for example: things that make me happy, sad, excited, embarrassed, angry, scared; expressing our feelings, showing love and affection.
- Gender roles.
- Making choices - the influences on me and the consequences of actions for oneself and others.
- Distinguishing between right and wrong.
- Secrets - knowing the difference between good and bad secrets, what to do about bad secrets.

### ***My Relationships***

- Identifying the positive traits of friendship and their corresponding values.
- Differences and similarities in people; the need to respect other people's views, emotions and feelings.
- Families and how they behave - what family members expect of each other.
- The meaning of friendship and loyalty; making and maintaining friendships and social relationships for example: identifying and understanding pressures and influences, taking account of other people's point of view.
- Handling difficult situations for example: teasing, bullying, death of a family member.
- The meaning of relationships within families, between friends and in the community.
- Behaviour - what constitutes appropriate and non-appropriate physical contact.
- Identifying dangers and risks within relationships.
- Being assertive in defending individual rights and beliefs.
- People who can help pupils when they have anxieties, concerns or questions.

### ***My Community/Environment***

- Appreciation of the family in relation to the school and the wider community.
- Cultural differences in families and family relationships.
- Helping agencies who can support families and individuals in different circumstances.
- Messages and images about health, gender roles and sexuality from the media, family and peers.

## **APPENDIX 4**

**Format regarding  
'What's In' and 'What's Out'**



## **APPENDIX 5**

### **Sample Form Use of Outside Agencies**

## **APPENDIX 6**

### **Sample (Primary 7) Letter for parent(s)/guardian(s)/carer(s)**