



Journey in Love at St Matthew's Catholic Primary School

“Through respect we will work together in Christ to
develop the whole person.”



Aims of Relationship and Sex Education (RSE)

- 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.



Aims of Relationship and Sex Education (RSE)

- 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.



Aims of Relationship and Sex Education (RSE)

- 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.

How will we organise lessons for Journey in Love?



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- 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.



How will we organise lessons for Journey in Love?

- 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?

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- 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 his/her 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?



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- 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 the Mr Loftus or Mr Edwards to discuss their thoughts on the matter.

National Curriculum Science Objectives

Year 1	<ul style="list-style-type: none">-identify which part of the body is associated with each sense.-recognise similarities and differences between themselves and others, and to treat others with sensitivity
Year 2	<ul style="list-style-type: none">recognise that animals, including humans, have offspring which grow into adults-describe the basic needs of animals, including humans, for survival (water, food and air)-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

National Curriculum Science Objectives

Year 3

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some animals have skeletons and muscles for support, protection and movement.

Year 4

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.
- construct and interpret a variety of food chains, identifying producers, predators and prey.
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

National Curriculum Science Objectives

Year 5	<p>explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <ul style="list-style-type: none">- describe the life process of reproduction in some plants and animals.-describe the changes as humans develop from birth to old age.
Year 6	<p>identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none">-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function-describe the ways in which nutrients and water are transported within animals, including humans.-describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals-give reasons for classifying plants and animals based on specific characteristics.

Any questions?

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.

