

Curriculum Intent & Progression Document

Journey in Love

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



Subject Leader: Sudha Howle

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St. Mary's Catholic Voluntary Academy, Grantham
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Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

Our Vision

We are disciples who put our faith into action in all that we do.
We are role models who encourage others to shine and be the best version of themselves that they can be.
We are investigators who ask questions about the past, the present and the future.
We are artists who show our creativity and talents with flair and imagination.
We are storytellers who have a passion for reading and are able to communicate in many ways.
We are problem solvers who tackle tasks with an open mind and a positive approach.
We are team players who work together to achieve our goals.
We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.
We **Believe. We Succeed. We Soar.**

Our Gospel Virtues

To achieve our full Christian potential, we all need to live out our Gospel Virtues: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as followers of Jesus.

Curriculum Intent General Principles:

Below, the General Principles of our whole school curriculum intention are in black print, along with what this translates to as regards Journey in Love (RSHE) in red:

The **General Principles** of our curriculum are that children:

- Meet Jesus through all aspects of their work. **Central to our work within our school is learning about our faith, including understanding ourselves, our position in our community and how we develop as human beings - our spiritual, social, emotional and physical development. This is how 'A Journey in Love' fits in to the school's curriculum. The scheme permeates through all levels of learning throughout the school. It focuses on friendship, family, community, relationships and spirituality; a guide to the children's development as young Catholics.**
- Experience the challenge and enjoyment of learning. **As children progress through school, they discover more and more about themselves and the wider world. This thirst for learning new things in all aspects of life is fostered by the school, who attempt to create a safe, stimulating environment for learning; supporting all children in their development. Our mission statement which drives the school, attempts to achieve this goal following the Gospel virtues of Love, Faith, Hope, Peace, Mercy and Community, understanding our journey as children of God, both special and unique.**
- Learn within a coherent and progressive framework. **A Journey in Love supports children in growing and developing healthy and holistically towards an understanding of their gender and its implications for successful relationships, for this to happen children must be at ease with themselves and grow in self-knowledge. 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.**
- See clear links between different aspects of their learning. **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. The whole purpose of Catholic education in the primary school is to connect every aspect of growth: physical, social, emotional, intellectual and spiritual, with love. The ultimate goal is to enable children to grow into adults who fully understand their own self-worth and love themselves (i.e. accept themselves positively) and, in turn, be able to love their neighbour (i.e. make themselves fully available to others).**
- Understand the purpose and value of their learning and see its relevance to their past, present and future. **From early childhood, children are on a journey of self-exploration, discovering the depth and richness that various patterns of relationship. The children will learn that as puberty begins and continues they become more aware of themselves as sexual beings and, inevitably, some of the relationships that they share become more emotionally charged and, because of this they need to find new, appropriate expressions for them. The children will be exploring the whole business of belonging to, being a part of and identifying with others. They will learn that we are all called to grow through the joy of love's discovery and the heartache of its passing in highly-charged relationships and, ultimately, to develop the maturity required for a life-long commitment to another in the Sacrament of Marriage.**
- Explore the breadth and depth of the national curriculum. **From September 2020, guidance from the Department for Education for Relationships Education, Relationships and Sex Education (RSE) and Health Education became 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.

Curriculum Intent: Journey in Love (2022-23)

EYFS				
Journey In Love: God loves each of us in our uniqueness.				
PENTECOST 2 Children will...				
LO: I will know that there is no one more special than me. I will know that God made me and loves me as I am.				
<p style="text-align: center;"><u>Physical</u></p> <p>Close their eyes and describe themselves to the person next to them. Does it matter if we are all different? How are we different? Draw themselves using correct colour for skin and features for display. Pause, reflect and prayer.</p>	<p style="text-align: center;"><u>Social</u></p> <p>Explore favourite games. Who do I play with at school and why does he/she play with me? Pick a name of another child out of a box and name one thing that person is good at. Pause, reflect and prayer.</p>	<p style="text-align: center;"><u>Emotional</u></p> <p>Explore how we feel about our friends at home and at school. How do you feel about your friend? Do you have other friends at home/school? Why do you play with them? Explore why we play with them. Who would we go to if we were worried or concerned? Say one thing they like about the person sitting next to them. Pause, reflect and prayer.</p>	<p style="text-align: center;"><u>Intellectual</u></p> <p>Describe a good friend by listing all their good qualities e.g. kind, helpful etc. Is it important to have friends? Role play 'The Good Samaritan'. Pause, reflect and prayer.</p>	<p style="text-align: center;"><u>Spiritual</u></p> <p>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. What celebrations do we enjoy in our family and our church? Who is the Mother of Jesus? Why is she special? Know that Jesus grew for nine months in Mary's womb. Pause, reflect and prayer.</p>
VOCABULARY				
God, unique, different, wonder, special, eyes, hair, boy/girl, hands, fingers, name, family, love, womb, describe, Baptism, friends, generous, worried, noses				

Year 1
Journey In Love: We meet God's love in our family.

PENTECOST 2
 Children will...

LO: I will know that as we grow we are loved by our family.
 I will know that as we grow we are also loved by God's family.

<u>Physical</u>	<u>Social</u>	<u>Emotional</u>	<u>Intellectual</u>	<u>Spiritual</u>
<p>Talk about things you can do now that you could not do as a baby.</p> <p>Find out at what age you learned to crawl, take first steps, speak first words etc.</p> <p>Who is in my family? E.g. mother, father, brothers, sisters, grandparents etc.</p> <p>Pause, reflect and prayer.</p>	<p>Discuss how we help and care for others at home.</p> <p>How are the words please and thank you important to my family?</p> <p>How does saying sorry show respect to others?</p> <p>Why is teasing and bullying wrong?</p> <p>Why should we always tell the truth?</p> <p>Pause, reflect and prayer.</p>	<p>Discuss happy and sad moments in your family.</p> <p>What makes my family a happy family?</p> <p>How is love shown in your family?</p> <p>How does my family keep me healthy?</p> <p>Role play happy and sad experiences of a family.</p> <p>Pause, reflect and prayer.</p>	<p>Bring in reminders of their Baptism and discuss.</p> <p>What other family do you belong to besides your personal family?</p> <p>Why do we need to grow up in families?</p> <p>What happens if you grow up without a family?</p> <p>Would it be a happy experience?</p> <p>What would you miss? How would life be different?</p> <p>Pause, reflect and prayer.</p>	<p>Talk about how we are members of God's family.</p> <p>How were we born into God's family?</p> <p>What special title do we give to God as members of God's family?</p> <p>How does the story of The Lost Sheep help us to understand God loves and cares for us?</p> <p>How shall we thank God for unconditional love?</p> <p>Link to being a Missionary Disciple.</p> <p>Pause, reflect and prayer.</p>

VOCABULARY

God, special, unique, important, friend, different, respect, secure, 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, bottom, legs, knees, ankles, feet, toes.

Year 2

Journey In Love: We meet God's love in the community.

PENTECOST 2

Children will...

LO: I will know that the Church is God's Family.

I will know that I am part of that family too.

<u>Physical</u>	<u>Social</u>	<u>Emotional</u>	<u>Intellectual</u>	<u>Spiritual</u>
Discuss signs of belonging e.g. uniform, attendance, commitment.	Meet with key community members e.g. priest, police officer, doctor.	Share their own contributions to their communities.	Role-play different scenarios in the communities to which they belong.	Consider the advantages and disadvantages to being on their own e.g. time to think, time for homework, time to pray etc.
Do you belong to a community? What other community do you belong to? How do you belong? What keeps us safe in our communities? What would we do if we felt unsafe? Who is an appropriate adult to talk to? How do I keep myself safe online? Is all the information I see online true?	Reflect on the different services that the community can provide e.g. priest, police officer, doctor. Is belonging to a community important? What do we give/receive from the community we belong to? How would you describe a community? What are the joys of belonging to a community? How do different individuals enrich our community?	Role play different scenarios in the communities to which you belong. How does a community help us to develop our feelings and emotions? Are we always happy in our community? How do we learn from each other and show an understanding for the different roles and responsibilities people have in their communities?	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? Pause, reflect and prayer.	Are there lonely children in the school? How do you recognise that children have no friends? How can we help? What do you bring to the communities you belong to? Link to being a Missionary Disciple. Pause, reflect and prayer.
Pause, reflect and prayer.	Pause, reflect and prayer.	Pause, reflect and prayer.		

VOCABULARY

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

Year 3
Journey In Love: How we live in love.

PENTECOST 2
Children will...

LO: I will know what makes a good friend.
I will know that God is our best friend.

<u>Physical</u>	<u>Social</u>	<u>Emotional</u>	<u>Intellectual</u>	<u>Spiritual</u>
<p>Focus on ways of growing healthily and keeping safe.</p> <p>Look at photos of themselves taken over the years and notice changes.</p> <p>Who takes care of me? How do I look after myself? e.g. Safety, crossing the road, healthy eating. How am I changing?</p> <p>Pause, reflect and prayer.</p>	<p>List the people who care for you at home, at school and in the community.</p> <p>Look at ways of making and keeping a friend.</p> <p>How do friendships make us feel happy and secure? Who would you turn to if you didn't feel safe in a friendship? What is the difference between a relative, a friend and an acquaintance? What might be the best way to resolve conflict in friendships? Healthy friendships make people feel included; how should we react if we see others feel lonely of excluded?</p> <p>Pause, reflect and prayer.</p>	<p>Read a story highlighting how a friend feels when they are not helped.</p> <p>Compose a friendship promise.</p> <p>How do you feel when a friend is not there for you? How do your friends feel when you are not there for them? How could you be a more supportive friend? How would you respond to an adult you did not know who made you feel uncomfortable or unsafe? What are the qualities of a true friend? How can friendships change? What things trigger disagreements between friends and within friendship groups? How do these make people feel?</p>	<p>Consider the meaning of 'personal space'.</p> <p>Discuss the differences between being alone and being lonely.</p> <p>How important is it to have 'personal space'? Why would we need personal space? What could we do in this time? Can you recognise the difference between being alone and being lonely?</p> <p>Pause, reflect and prayer.</p>	<p>Share a sign of peace and friendship.</p> <p>Read the Scripture reading about Zacchaeus.</p> <p>How does the gift of the Sacrament of reconciliation help restore friendship with God and others? How can I forgive and include others like Jesus? How can these words inspire, help and guide us to improve our friendships? What bible stories teach us about the beauty of forgiveness? What does the phrase to err is human, to forgive divine mean to you? St Francis De Sales said 'a quarrel between friends when made up, adds a new tie to the relationship.' How would you</p>

		Pause, reflect and prayer.		explain this to your friends and others? Link to being a Missionary Disciple. Pause, reflect and prayer.
VOCABULARY				
. God-given, community, belonging, family, diverse, father/mother, carer/guardian, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful, community, changing, difference, lonely, alone, forgiving.				

Year 4				
Journey In Love: God loves us in our differences.				
PENTECOST 2				
Children will...				
LO: I will know that God has made us different from one another. I will know that God loves us in our differences.				
<u>Physical</u>	<u>Social</u>	<u>Emotional</u>	<u>Intellectual</u>	<u>Spiritual</u>
Notice the physical differences in class; notice that each teacher is unique and accepts themselves and others as they are. Look simply at the development of the baby in the womb. How do we respect others, even when they are different from ourselves: physically, ethnically, culturally or in spiritual beliefs?	Think about things they are good at and like about themselves; think about their personal qualities; write down something they like about their friend and share it with them. How do I appreciate my own gifts, talents, achievements, and all that make me unique? How do I learn to accept and celebrate who I am? How would you ensure that you have a part to play in keeping	List talents and achievements. Name and identify natural negative emotions e.g. anger, envy, spite etc. How do I accept difference in others? How do authority figures help communities and societies work together better? How do I deal with difference and manage the conflicts that arise?	Identify different emotions; categorise happy and sad feelings. Can I identify and name my feelings? Do I know and understand what these feelings are? How do I deal with what I feel? Can I analyse my feelings and actions? Pause, reflect and prayer.	Talk about how God loves us all with all our differences. St Paul's teaching on love. What makes you unique? What are your special qualities, gifts, talents? What attributes do others recognize in you? Why are being honest, truthful and having integrity positive attributes? How can you use your gifts for the Common Good?

<p>In what ways can we expect to be treated with respect by others and in turn show our respect? How can we challenge the stereotypes that encourage bullying? How could challenging a friend to do something you would not like to do challenge the Golden rule 'treat others as you would like them to treat you'?</p> <p>How can we recognize the innate dignity of every person and ask God to help us see it?</p> <p>Pause, reflect and prayer.</p>	<p>yourself and others in your family and community safe?</p> <p>Pause, reflect and prayer.</p>	<p>Is there more to courtesy and manners than please and thank you? In what ways are being polite and courteous helping to make the world a better place to live in? How should we include everyone and celebrate each other's differences in schools, homes and communities?</p> <p>Pause, reflect and prayer.</p>		<p>What can we do for each other to support each other's mental health and well-being, recognizing the importance of expressing feelings? Link to being a Missionary Disciple.</p> <p>Pause, reflect and prayer.</p>
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VOCABULARY

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

Year 5

Journey In Love: God loves me in my changing and development.

PENTECOST 2

Children will...

LO: I will know that as we grow we will become different in our bodies, feelings and love of God.

Physical	Social	Emotional	Intellectual	Spiritual
<p>Identify and celebrate the ways they have changed since birth.</p> <p>How do we recognise the emotional, internal and</p>	<p>Discuss the external and internal changes which happen to boys and girls in puberty.</p> <p>How do you recognize you are growing and developing? Do</p>	<p>Recognise that behaviour changes as they grow up.</p> <p>Are there ways you are becoming sensitive to your</p>	<p>Reflect on ways to become more sensitive to the emotional development of themselves and others.</p>	<p>Share with each other and celebrate the wonder of change.</p> <p>What difficulties might you</p>

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<p>external changes that happen during puberty? Why do we think we might need to change our hygiene routines during puberty; why is it important to maintain a good personal hygiene? How do we know what physical contact is appropriate, inappropriate or unsafe?</p> <p>Pause, reflect and prayer.</p>	<p>you think these changes have affected your friendships? How? Are these determined by how others treat you? How can this translate to keeping safe online?</p> <p>Pause, reflect and prayer.</p>	<p>emotional development and that of others? If a friend was struggling with their self-confidence and self-esteem, what would you advise them to do? Where would you go for advice or to report concerns for yourself or on behalf of a friend because you are worried about being unsafe, feeling uncomfortable or concerned for your own or their mental health and wellbeing?</p> <p>Pause, reflect and prayer.</p>	<p>As we grow and change, how do we recognize the God of love who journeys with us? What does it mean to grow holistically? Are there ways and means we can ensure each aspect happens healthily?</p> <p>Pause, reflect and prayer.</p>	<p>face as your body changes and grows? God's love surrounds you and His 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? Link to being a Missionary Disciple.</p> <p>Pause, reflect and prayer.</p>
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VOCABULARY

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

Year 6

Journey In Love: The wonder of God's love in creating new life.

PENTECOST 2

Children will...

LO: I will know that we are made to love and to be loved.

I will know how to learn the proper ways in which we show our love for one another and for God.

<u>Physical</u>	<u>Social</u>	<u>Emotional</u>	<u>Intellectual</u>	<u>Spiritual</u>
<p>Explain how human life is conceived. Look at illustrations of the organs of the human body,</p>	<p>Compile a list of the signs of love expressed in those around us.</p>	<p>Reflect on the different degrees of friendship that exists. What are the characteristics of positive respectful</p>	<p>Understand that God causes new life to begin through the love that parents have for each other.</p>	<p>Talk about God's plan for us all that includes procreation.</p>

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<p>including male and female reproductive organs.</p> <p>What are the key building blocks to a loving relationship? How does conception take place?</p> <p>Pause, reflect and prayer.</p>	<p>What does it mean to be patient, kind and never jealous?</p> <p>What does it mean to not be boastful, conceited, and to never seek advantage?</p> <p>What does it mean to not take offence, store up grievances or rejoice at wrongdoing?</p> <p>Explain what it means that love finds joy in the truth, is always ready to make allowances, endure whatever comes and never comes to an end?</p> <p>Pause, reflect and prayer.</p>	<p>relationships? (inc. use of social media)</p> <p>When building relationships online how can we recognise risks such as appropriate images, language and behaviour –and how would we report these?</p> <p>What sorts of boundaries are appropriate in friendships with peers and others inc. in a digital context?</p> <p>If boundaries have been crossed, who do we contact to report this and how do we get advice?</p> <p>Pause, reflect and prayer.</p>	<p>How can we ensure we are contributing to the wellbeing of others and taking steps to avoid the negatives?</p> <p>How would this impact on building positive relationships?</p> <p>Pause, reflect and prayer.</p>	<p>What happens during the Sacrament of Marriage?</p> <p>How does the Sacrament of Marriage celebrate procreation?</p> <p>How can we discover the presence of God in family and friends?</p> <p>Link to being a Missionary Disciple.</p> <p>Pause, reflect and prayer.</p>
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VOCABULARY

God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus (womb), cervix, fiancé, fiancée, penis, testicle, scrotum, sperm duct, ovary, uterus, vagina, conceive, relationship, uterus, cervix, marriage.