



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Education in Human Love: Relationship and Sex Education (RSE) in Catholic Schools

Mission Statement

"I called you by your name, you are mine." (Isaiah 43:1)

The mission of our school is to provide a learning environment in which all children and staff can reach their potential in an atmosphere of kindness, empathy, honesty, gratitude, courage and love.

All our work is inspired by the teachings of Christ and His Church.

Working in partnership with parents/carers, we aim to enhance and celebrate the moral, physical, social and emotional development of all children entrusted to us.

We are an inclusive community so we welcome and embrace individuals of all abilities and cultural backgrounds; teaching our children to be understanding of the world they are growing up in and learn how to live alongside, and respect a diverse range of people.

Equality Statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Date issued: November 2023

Date to be reviewed: November 2025

Written by: Mrs Claire Burns (RSE/PSHE Lead)

In consultation with the Governing Body

RSE Curriculum Intent

At St. Augustine of Canterbury Catholic Primary School, good relationships are fundamental to our ethos and our success in being a happy, caring and safe school.

Relationships and Sex Education (RSE) is lifelong learning about relationships, exploring the emotional, social and physical aspects of growing up, looking after ourselves, different families and learning about human sexuality and health. RSE has a key part to play in the personal, social, moral and spiritual development of young people. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes and to give them the information they need to help them develop healthy, nurturing relationships of all kinds.

1. Rationale

Given that education in itself is about the growth and development of the whole person, at St. Augustine of Canterbury Catholic Primary School we see Relationship and Sex Education (RSE) as being an important part of learning. We aim to integrate children's *intellectual, spiritual, moral, emotional, psychological and physical development, thus assisting towards Christian maturity (A programme of study for Education in Personal Relationships, 2000)*.

In a Catholic school any teaching on human love or human development must be within the context of our faith in God. What God has made is good and holy, and we have a responsibility to educate our children to live life in relationship with one another, fulfilling Christ's law of love. We feel that it is important that a framework exists to facilitate effective teaching; to ensure that it is age appropriate and within the context of Catholic philosophy and beliefs, and our school ethos.

1.1 Church Teaching

As a Catholic school we must ensure the education of our children on loving relationships in line with gospel values. All Relationship and Sex Education provided by Catholic schools must be in accordance with Catholic teaching. At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales, and as advocated by the DFE, RSE is firmly embedded in the PSHE curriculum as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of the children. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE is taught in accordance with the Church's moral teaching. It emphasises the central importance of marriage and the family whilst acknowledging that all children have a fundamental right to have their life respected whatever household they come from and support will be provided to help children deal with different sets of values.

1.2 Statutory Requirements

The DFE's statutory guidance on Relationships Education, Relationships and Sex Education and Health Education which contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching Relationships Education, can be found [here](#).

Other Curriculum areas

In the EYFS, Relationship Education is delivered within the statutory prime area of Personal, Social and Emotional Development. In key stage one and two, Relationships Education is a statutory requirement and is taught discretely using our Life to the Full programme. Relationships Education is also incorporated through the non-statutory National curriculum Guidance for Personal, Social, Health and Economic Education (See PSHE policy).

The statutory requirements for the Science curriculum at key stages one and two (see Science Policy), also include teaching a number of areas which should be linked with the Church teaching on the sanctity of human life:

- In the Year 2 programme of study, pupils will notice that animals, including humans, have offspring which grow into adults. The non-statutory guidance explains that *"Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs."*
- In the Year 5 programme of study pupils will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; and also describe the life process of reproduction in some plants and animals.
- In the Year 6 programme of study pupils will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

At St. Augustine of Canterbury, RSE is taught discretely and is also rooted within our wider PSHE curriculum in accordance with the Archdiocese of Southwark view that age appropriate RSE should be part of the curriculum for all schools.

1.3 Parental Engagement

"It is the privilege and responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes." (Bishops Low Week Meeting, 1994).

At St. Augustine of Canterbury, parents have been invited to view new resources used for RSE and are informed of areas being covered through Parent information letters and within weekly overviews

available on the Virtual Learning Environment (VLE). Parents/carers will be informed when the more sensitive aspects of RSE will be covered so that they can be prepared to talk and answer questions about their children's learning.

Our RSE programme, Life to the Full is intended to be a partnership between home, school and Church. Ten:Ten has a Parent Consultation Course which is shared with parents to enable them to be fully aware of what is being covered in RSE. The programme also has an [online parent portal](#) which gives access to view what the children will be studying at different stages of the programme.

Parents can access the Portal using the link within our RSE page under the Catholic Life of the School section of our school website; alternatively, it can be found [here](#). Log in details and the unit(s) being covered in each class are shared within the parent information letters which are sent home in terms 1, 3 and 5.

Parents no longer have the right to withdraw their children from Relationships education, but they can withdraw their child from any Sex Education lessons within the RSE programme. Year 6 parents have an opportunity to view the "Making Babies part 2" lesson materials prior to delivery.

Further information for parents from the DFE can be found [here](#) additional language versions and accessible formats can be found/requested [here](#).

Implementation

RSE is taught as explicit lessons through our use of the Ten:Ten Life to the Full scheme as well as through links with PSHE and Science; it is also embedded in other areas of the curriculum and within day-to-day life of the school.

In PSHE, RSE is specifically covered in Core Theme 1: Health and Wellbeing and in Core Theme 2: Relationships. The Year 5 Science Programmes of Study: 'Animals Including Humans' and 'Living Things and Their Habitats' also cover statutory requirements. Other elements of RSE are also covered in the Religious Education curriculum; our RE programme - Come and See, links with aspects of Education for Personal Relationships.

Children are taught RSE by familiar adults who they have a good rapport with, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment.

Teachers delivering RSE receive CPD including completion of the Catholic Education Service e-learning course, as well as use of the primary teacher training modules found [here](#).

Staff have also received in-house CPD to support them in responding to the needs of the individual child and support children with any questions or concerns they may have. If staff feel uncomfortable or unsure when delivering the RSE curriculum or dealing with individual pupil needs, they know where to seek advice and support.

The RSE curriculum has been mapped out clearly across 3 modules which ensure coverage of all of the statutory elements by the end of the primary phase; these are delivered at the appropriate stage for our children.

Our high expectations of behaviour, interpersonal relationships, respect and tolerance of others reflect the British Values upheld in both our community and the wider world. Through our progressive curriculum, children develop key skills and are prepared for the wider world beyond

primary school, a world in which they can keep themselves safe and healthy and thrive with the support of the positive relationships they build with those around them.

2. Aims and Objectives

"Genuine love is the fundamental vocation of every human being." (Para 2392, *Catechism of the Catholic Church*.)

The school aims to provide a relationship and sex education programme that is appropriate to the age and ability of the pupils and reflects the Gospel values.

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being - in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;

- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

3. Organisation

At St. Augustine of Canterbury, Relationship and Sex education is taught in the context of Relationships within the wider context of the whole curriculum. As a Catholic school, with moral and spiritual foundations, an approach to sex education will be conducted to present a positive view of all life as a gift from God.

This will be delivered;

- As discrete RSE lessons under the wider PSHE umbrella, following the "Life to the Full" RSE programme from Ten:Ten resources
- As part of the taught PSHE curriculum using the PSHE scheme of work for Medway
- As part of National Curriculum Science
- As part of the taught RE curriculum including use of the CES model Catholic Primary RSE curriculum, as well as cross-curricular links with EPR and the Come and See programme (see appendix)
- Through assemblies
- Through support of professionals who act fully in tune with Catholic values, including sessions and workshops delivered by the Medway Health Team.
- Through the daily life of the school

3.1 Programme/Resources

The different aspects of Relationships Education - Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe - will be provided in inter-related ways: a whole school level, permeated by our ethos; a cross-curricular approach (see appendix for links with the Come and See programme); and also, a specific RSE curriculum.

Each class will follow the sessions from "Life to the Full" from Ten:Ten resources which is a developmental programme for children in primary school. Life to the Full, teaches Relationships Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Life to the Full Programme Structure

Life to the Full follows a three stage structure - repeated across three different learning stages - Key Stage 1, Years 1 and 2; Lower Key Stage 2, Years 3 and 4 and Upper Key Stage 2, Year 5 and 6 (EYFS resources to follow from September 2020).

Within each learning phase there are three modules developed from the Model Catholic RSE Curriculum:

- Created and loved by God
- Created to love others
- Created to live in a community

Each module is broken down into units of work:

Module 1	Created and Loved by God
Units	Religious Understanding Me, my body, my health Emotional well-being Life cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationships Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

The individual class teachers will teach the programme. In Year 6, parents have an opportunity to view the "Making Babies part 2" lesson materials prior to delivery.

Parents (see 1.4 Parental Engagement) will have the opportunity to see the lesson. They have the right to withdraw their child if they wish.

3.2 Teaching strategies

Teaching strategies for Relationships education will follow similar practice as when we deliver any PSHE lessons, which include:

- establishing ground rules
- distancing techniques

- discussion
- project learning
- reflection
- brainstorming
- film & video
- group work
- role-play
- drawings

3.3 Assessment

Lessons will include a baseline assessment, such as a concept map or 'draw and write' to establish prior knowledge. This will be reviewed at the end of a topic to determine children's knowledge and understanding and evidence their progress. Each unit of work from Life to the Full also has an assessment activity associated with it.

3.2 Inclusion and differentiated learning

At St. Augustine of Canterbury we ensure RSE is sensitive to the different needs of individual children in respect to their abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject children to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

4. Equalities obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the children, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Life to the Full is inclusive of all children, families and Teaching staff. The programme acknowledges that families are made up differently and it celebrates the family unit in whatever form it takes.

The school is a Stonewall School Champion in recognition of training received in Tackling Homophobic, Transphobic and Biphobic Bullying and Language.

5. Responsibility

The RSE Lead has a general responsibility for supporting other members of staff with the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

5.1 External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

5.2 Governors

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children when applicable;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

5.3 Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also other appropriate agencies.

6. Children's questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

6.1 Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

6.2 Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

7. Confidentiality and advice

All governors, all teachers, all support staff, all parents and all children must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of children at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Children will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help children facing personal difficulties, in line with the school's pastoral care duty. Teachers should explain to children that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the children would always be informed first that such action was going to be taken

8. Monitoring and evaluation

The RSE Lead will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of children work at regular intervals.

Governors are responsible for the monitoring and evaluation of the programme and resources used. They will consider any evaluations and suggestions made by the school before amending the policy. Governors remain ultimately responsible for the policy.

Impact

The impact of our curriculum offer will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally.

We continuously assess the implementation and impact of our RSE curriculum in order to achieve the best possible outcomes across all year groups. This ensures that we provide the support that is necessary for all children to have a good understanding of the complexities of relationships as well as a secure knowledge and skills base to navigate their way through these, now and in the future.

Through our RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, build and maintain positive, respectful relationships with others.

APPENDIX

LINKS with *Come and See* and Education for Personal Relationships



Introduction

The following is intended as a guide for linking E.P.R. with *Come and See*. Some of these aspects might be covered in the *Explore* section where the topic is being introduced, starting with the pupil's own experience, and extending into the *Reveal* and *Respond* sections. Some ideas may be used in the *Reveal* process where the teaching is explicitly concerned with Scripture and the teaching of Church. Some topics offer more explicit teaching to develop ideas about EPR, some less so.

Another way of using this section is when teaching some aspects of E.P.R. which occur in Science, P.E., health education or drama etc., make use of the links with the religious education programme.

EARLY YEARS		
MYSELF	God knows and loves each one	<ul style="list-style-type: none"> • Each one's name is important • I am special and have a special name • I have a family name • Everyone is precious to God
WELCOME	Baptism a welcome to God's family	<ul style="list-style-type: none"> • How we are made to feel welcome • How do we show others that they are welcomed? • How is a baby welcomed into a family
BIRTHDAY	Looking forward to Jesus' birthday	<ul style="list-style-type: none"> • Why do we celebrate birthdays? • What a birthday is • What people do while they wait for a birthday • Some of the ways birthdays are celebrated
CELEBRATING	People celebrate in church	<ul style="list-style-type: none"> • Why is celebrating important? • What is good about celebrating together?

		<ul style="list-style-type: none"> • What a celebration is • Different elements of celebration • Different ways of celebrating
GATHERING	The parish family gathers to celebrate Eucharist	<ul style="list-style-type: none"> • Why do we gather together? • How we gather as a church/parish family • What are the things that are better done together and why • The importance of gathering
GROWING	Looking forward to Easter	<ul style="list-style-type: none"> • The ways in which we grow • That spring is a time when things begin to grow • The ways in which we can grow in love to be more like Jesus
GOOD NEWS	Passing on the Good News of Jesus	<ul style="list-style-type: none"> • How they and others feel when they have good news. • The joy and happiness the good news brings • That everyone has good news to share
FRIENDS	Friends of Jesus	<ul style="list-style-type: none"> • how friends make us feel happy, comfortable and glad • What breaks and mends friendships: • It is good to have friends • How we can change and say sorry and forgive each other
OUR WORLD	God's wonderful world	<ul style="list-style-type: none"> • How wonderful our world is • How we could make God's world even more wonderful • What would happen if we did not look after our world? • What we love about our world. • What fills us with wonder about our world. • Everyone shares God's world. • How we would feel if we did not work together to share God's world.

YEAR 1		
FAMILIES	God's love and care for every family	<ul style="list-style-type: none"> • How families show love and care for each other. • God's love and care for them and their families. • How God shows love and care for individuals, families and all of creation
BELONGING	Baptism an invitation to belong to God's family	<ul style="list-style-type: none"> • What it feels like to belong • The experience of belonging to their family and the Church family

		<ul style="list-style-type: none"> • How babies are welcomed into the Church family.? • Parents are blessed.
WAITING	Advent a time to look forward to Christmas	<ul style="list-style-type: none"> • How we feel when we are waiting • Why waiting can be difficult at times • Others may help us as we wait • We can help others.
SPECIAL PEOPLE	People in the parish family	<ul style="list-style-type: none"> • Special people help us • What makes a person special • How we can love and serve each other • There are people who do special jobs at Mass when the parish family gathers • Some of ways in which these people help
MEALS	Mass; Jesus' special meal	<ul style="list-style-type: none"> • What important for a happy meal • What makes a family meal special. • Preparation for a meal. • How we love and serve Jesus • How it is good to say thank you for our meals
CHANGE	Lent a time for change	<ul style="list-style-type: none"> • How the season change. • The ways we change and grow in love and kindness. • How we can change and make a new start in Lent.
HOLIDAYS AND HOLYDAYS	Pentecost: the feast of the Holy Spirit	<ul style="list-style-type: none"> • Why are holidays different from ordinary days • What makes holidays happy times • How holidays are times to relax and do something different • We should thank God for holidays and our wonderful world
BEING SORRY	God helps us to choose well	<ul style="list-style-type: none"> • Making choices that help us feel happy. • Making choices that make us feel unhappy. • What helps us to make good choices. • How would it be if everyone followed Jesus' new rule to 'love one another'. • Sometimes hard to say sorry and to forgive. • It is good to say sorry • The end of the day is a good time to reflect on the choices made and to ask God's forgiveness.
NEIGHBOURS	Neighbours share God's world	<ul style="list-style-type: none"> • Who is our neighbour? • What makes a good neighbour • How we can be a good neighbour • What happens if someone is not a good neighbour

--	--	--

YEAR 2		
BEGINNINGS	God is present in every beginning	<ul style="list-style-type: none"> • How you feel when you begin anything new • Why some beginnings are easy and some are difficult • How we begin our day • How each day is a new beginning. • God cares for everyone. • God being present in all new beginnings
SIGNS & SYMBOLS	Signs and symbols used in Baptism	<ul style="list-style-type: none"> • The meaning and importance of some symbols in life. • The power of symbols to convey meaning • Some of the signs and symbols in daily life
PREPARING	Advent; preparing to celebrate Christmas	<ul style="list-style-type: none"> • Why is it necessary to prepare? • What would happen if you didn't prepare? • How you feel when you are preparing for special times? • What is the best way to prepare for Jesus' coming?
BOOKS	The books used in Church	<ul style="list-style-type: none"> • The importance of books in our lives. • The need for books • How books can help us
THANKSGIVING	Mass a special time for saying thank you to God for everything, especially Jesus	<ul style="list-style-type: none"> • How you feel when you thank others • How you feel when you are thanked • Why we thank God our Father • How the parish family can spread the message of thanksgiving and peace.
OPPORTUNITIES	Lent an opportunity to start anew in order to celebrate Jesus' new life	<ul style="list-style-type: none"> • How each day offers opportunities for good • What helps a person choose well • The opportunity of Lent offers to make a new start.
SPREAD THE WORD	Pentecost a time to spread the Good News	<ul style="list-style-type: none"> • The importance of messages in daily life • The responsibility of passing on messages • The new life of Jesus • How the Holy Spirit helps Christians • Jesus has promised us new life
RULES	Reasons for rules in the Christian family	<ul style="list-style-type: none"> • The importance for ourselves and others of keeping rules. • How rules are necessary in life

		<ul style="list-style-type: none"> • How it is sometimes hard to say sorry • How it is sometimes hard to forgive others • The good feeling when people make up • The difference between doing something accidentally and on purpose. • The importance and helpfulness of examining your conscience every day. • A sorry prayer
TREASURES	God's treasure; the world	<ul style="list-style-type: none"> • What we treasure • What treasures do we share? • We are God's treasure • How we thank God for the treasures of our world • How we should treat the treasures of this earth

Year 3		
HOMES	God's vision for every family	<ul style="list-style-type: none"> • What makes a house a home • What makes home a special place for you • What makes a house a home • Why is family important • The respect of parents and children for one another • What do you like to do at home, on your own and as a family • What do people do for you at home, that makes you feel special • What is sometimes difficult about sharing and being part of a group at home • God's dream for every family • God is always there
PROMISES	The meaning of the commitment and promises made at Baptism	<ul style="list-style-type: none"> • What is good about being in a group • Why we have rules • The importance of making promises • How some promises are more difficult to keep than others • The link between the promises made the consequences of actions following the promise. • The role of parents and godparents in bringing up the child in the Faith • What it means to live a child of the Light
VISITORS	The coming of Jesus	<ul style="list-style-type: none"> • How we welcome visitors • How we feel as a visitor • The importance of preparing for

		<p>visitors.</p> <ul style="list-style-type: none"> • The joys and demands of visitors
JOURNEYS	Christian family's journey with Jesus	<ul style="list-style-type: none"> • Each year has its special times and seasons • Life is a journey • Who is with you on the journey • What makes it good • difficulties times in the life's journey • What/who helps • How we help one another on the journey
LISTENING & SHARING	Jesus gives himself to us in a special way	<ul style="list-style-type: none"> • The cost of sharing • The joys of sharing • The importance of listening well and sharing. • The joys and difficulties of listening and sharing • How feelings affect our own and others desire to listen and to share.
GIVING ALL	Lent a time to remember Jesus' total giving	<ul style="list-style-type: none"> • Why people are brave and give themselves to others • The demands of total giving in terms of time and giving up something you what to do • How people give themselves to others • Those in need and how we might help them. • Lent an opportunity for giving, growing in goodness. • Jesus' total giving
ENERGY	Gifts of the Holy Spirit	<ul style="list-style-type: none"> • The energy of wind and of fire. • The best use of power of wind and fire • The inspiration of the Holy Spirit • The power and energy of the Holy Spirit • The prayer to the Holy Spirit • The gifts of the Holy Spirit • Christians can use the gifts of the Holy Spirit to help others.
CHOICES	The importance of examination of conscience	<ul style="list-style-type: none"> • The meaning of choice and consequence • The importance of making good choices • What helps in making good choices • Consequences of choices • What it means to examine your conscience • How God is always forgiving

SPECIAL PLACES	Special places for Jesus and the Christian community	<ul style="list-style-type: none"> • How places become special? • What makes a place special? • Special places for you and your family? • Why is our heart a special place? • Keeping our world a special place? • Why do Christians want to keep the world a special place?
-----------------------	--	--

YEAR 4		
PEOPLE	The family of God in Scripture	<ul style="list-style-type: none"> • The importance of families • Family relationships • Respect for those who gave us life.
CALLED	Confirmation a time to renew baptismal promises	<ul style="list-style-type: none"> • Our response to being chosen • What it feels like to be chosen • Why it is difficult to make a response in some situations • Giving up something else when you are chosen. • What help do you need to choose • The work of the Holy Spirit in our lives • The work of the Holy Spirit in the lives of Christians • What it is to live in the light of Christ • The commitment of people who respond to the call of God
GIFT	God's gift of love & friendship in Jesus	<ul style="list-style-type: none"> • What you value most about the gift of friendship • What you offer others in your friendship • Why the gift of love and friendship is important • The joys and demands of friendship • The commitment required by the gift of love and friendship.
COMMUNITY	life in the local Christian community: ministries in the parish	<ul style="list-style-type: none"> • The meaning of <i>community</i> • The advantages of being part of a <i>community</i>? • What helps to build up <i>community</i> • The demands of being part of a community? • Why people give time and service in helping others in their community • The causes of a breakdown of a <i>community</i> • How the parish community celebrates together and supports one another
GIVING & RECEIVING	Living in communion	<ul style="list-style-type: none"> • Your experience of giving and receiving. • The importance of giving and receiving?

		<ul style="list-style-type: none"> • The joys and demands of giving and receiving? • Why it is important to live in communion • Ways in which we live and grow in communion. • How the Eucharist challenges and enables living and growing in communion?
SELF DISCIPLINE	Celebrating growth to new life	<ul style="list-style-type: none"> • The experience of giving up something and be very disciplined for a good reason. • How to be self disciplined • How self-discipline helps people to grow and make the best use of their potential • Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.
NEW LIFE	To hear & live the Easter message	<ul style="list-style-type: none"> • What you do when life is difficult • The experience of good news bringing life and happiness. • How the power of the Holy Spirit helps Christians today
BUILDING BRIDGES	Admitting wrong, being reconciled with God and one another.	<ul style="list-style-type: none"> • What makes friendships strong • How decisions about friendship are informed by beliefs and values. • How friendships are built • How friendships may be restored when they have been broken • Sin and the importance of examining of your conscience • The greatest commandment, love of God and others • The meaning of contrition and of absolution • Forgiveness of others
GOD'S PEOPLE	Different saints show people what God is like.	<ul style="list-style-type: none"> • What makes a person do extraordinary things? • How ordinary people do extraordinary things. • The qualities you admire in others • How true happiness can be found • How you can do extraordinary things

YEAR 5

OURSELVES	Created in the image and likeness of God	<ul style="list-style-type: none"> • Talents and qualities you admire in others • Your own talents and qualities and how you use them • Identify qualities in anyone else • How talents and qualities are developed. • We are made in the likeness of God • What being unique means
------------------	--	---

		<ul style="list-style-type: none"> • God's love for us • How Christians are called to live in peace. • How people are made in God's image and likeness might live
LIFE CHOICES	Marriage, commitment and service	<ul style="list-style-type: none"> • The ingredients of a good friendship • What fidelity means and how it applies to friendship • Responsibilities friends have for one another • Difficulties and joys of friendships • What is important for friendship to thrive • What it feels like to have faithful friend • Jesus' advice about relationship? • The importance of fidelity, loyalty and commitment in maintaining a friendship • The importance of commitment and responsibility in relationships. • What it means to be committed • The work of Christian service • The Sacrament of Marriage • The symbols of the promises and the blessing of rings • All are called to live in love and service
HOPE	Advent; waiting in joyful hope for Jesus; the promised one	<ul style="list-style-type: none"> • Your experience of waiting • How people wait in different ways, for different things. • Why waiting is a mystery • How you can best use the time you spend waiting and what might help you • What you think about when you are waiting for something exciting • How you behave when you are waiting • The difference between <i>hope</i> and <i>expect</i> • Why people wait with hope • The coming of Jesus at the end of time • Advent is a time of waiting hopefully
MISSION	Continuing Jesus' mission in diocese. [ecumenism]	<ul style="list-style-type: none"> • The demands and joys being dedicated in your mission • Discovering your mission? • What inspires people in their mission • The joys and demands of engaging in a mission • The reasons why people want to help others. • How people carry out Jesus' mission today • Jesus' prayer for unity
MEMORIAL SACRIFICE	The Eucharist; the living memorial of Jesus	<ul style="list-style-type: none"> • Why memories are important • How it is possible to keep important memories alive • About sacrifice in daily life

<p>SACRIFICE</p>	<p>Lent a time of giving in order to celebrate the sacrifice of Jesus</p>	<ul style="list-style-type: none"> • How you feel when you give • How you feel when you refuse to give. • The cost of giving. • How people decide whether or not to give • How those decisions are informed by beliefs and values • The costs or rewards of giving can be • That Lent is a season of giving to prepare for the Easter
<p>TRANSFORMATION</p>	<p>Celebration of the Spirit's transforming power</p>	<ul style="list-style-type: none"> • How people can use the energy of their minds for the good of others. • How people can use time and physical energy for the well being of others and why they should. • How energy can transform • How we can use our energy to transform ourselves • How we can use the energy from the earth's resources in a fair and sustainable way. • How the power of the Holy Spirit helps Christians today
<p>FREEDOM & RESPONSIBILITY</p>	<p>Commandments enable Christians to be free & responsible</p>	<ul style="list-style-type: none"> • What freedom parents have a right to • What freedom children have a right to. • What is responsible and irresponsible behaviour. • How rules can bring freedom • How people know the boundaries that their personal freedom gives them. • How freedom and responsibility are linked. • How people's perception of what their freedom allows may conflict with the expectation of others. • How importance of the Ten Commandments for Christians today. • How the Beatitudes show us a positive way of life. • Jesus teaching on the greatest commandments, love of God and others.
<p>STEWARDSHIP</p>	<p>The Church is called to stewardship of Creation</p>	<ul style="list-style-type: none"> • What I really care about • Showing concern for what I care for • The meaning of stewardship • Understanding the wonders of God's creation • People are made in the image and likeness of God • Christians can be good stewards. • The Christian's responsibility to take care of, to be a steward of the earth • The importance of ecology

YEAR 6

LOVING	God who never stops loving	<ul style="list-style-type: none"> • What unconditional love means • How love is shown • How you are loved and cared for • What members of your family do for each other • How you show love to others • How people have inspired and influenced you to show unconditional love to others • What it means to be truly loving • How people show unconditional love to others • The beliefs and values which have inspired and influenced you to be loving? • The scripture text that demonstrate God's unconditional love for everyone even when times are hard. • The challenge these passages present to Christians. • The Beatitudes and their meaning for today. • God's unconditional love and what this means. • By living in God's way, as Jesus showed us, we can grow in love.
VOCATION AND COMMITMENT	The vocation of priesthood and religious life	<ul style="list-style-type: none"> • What it means to be committed? • Why people are committed? • The implications of lack of commitment • Whom shows commitment • How commitment affects the level of job satisfaction <p>Responding to the call of Jesus Our mission in living out our baptismal vows</p>
EXPECTATIONS	Jesus born to show God to the world	<ul style="list-style-type: none"> • The expectations you have of yourself • Having high expectations of others • Trusting and believing in one another • What happens if you let people down or others let you down? • Patience is important in expectations • The difference between wishing and expecting. • The meaning of Advent
SOURCES	The Bible, the special book for the Church	<ul style="list-style-type: none"> • The kind of books which are the most helpful • Our lives are enriched by books. • The wonder of books and how they take a person beyond themselves • The presence of God in the words of Scripture • The care and reverence with which the Word of God is treated

UNITY	Eucharist enables people to live in communion.	<ul style="list-style-type: none"> • Why friendships are important • The most important value in friendship • What helps a friendship to flourish • The kinds of behaviour that break a friendship • Those affected when a friendship is broken • Mending broken friendships • Becoming one with Christ and one another in Holy Communion • The unity which Holy Communion brings
DEATH & NEW LIFE	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> • The affect of loss in everyday life • The change it brought • What remained the same • What is the best way to cope with loss • How people cope with loss and death • How death brings new life • Lent, a time to remember the suffering and death of Jesus
WITNESSES	The Holy Spirit enables people to become witnesses	<ul style="list-style-type: none"> • When to be a witness • How to be a witness • Why it sometimes needs courage to be a witness • Examples of modern witnesses • The witness of a local charity,
HEALING	Sacrament of the Sick	Showing compassion and care for those who are ill Our attitude towards those people are ill in their minds Helping, caring and understanding those with a learning disability. <ul style="list-style-type: none"> • What gives a person comfort when they are very ill • Why people give time and commitment to caring for others • Why we care for the sick • The Sacrament of Anointing brings comfort to those who are sick • The Christian responsibility for caring for these in need
COMMON GOOD	Work of Christians for the good of all	How we build a fair and just world The difference between fairness and justice, unfairness and injustice Helping to promote the dignity and common good of one another Beatitudes; a guide from Jesus about how to live life. <ul style="list-style-type: none"> • The ways we can act justly, love tenderly and walk humbly with God • How Christians can work for the common good • Something about Catholic Social Teaching

