

Nursery God made me	YR God loves each of us in our uniqueness	Y1 We meet God's love in our family	Y2 We meet God's love in the community	Y3 How we live in love	Y4 God loves us in our differences	Y5 God loves me in my changing and development	Y6 The wonder of God's love in creating new life
Theme 1: CREATED AND LOVED BY GOD							
<p>God loves me Wonder and awe at God's world God made me Observe our bodies Looking at ourselves in the mirror Notice features of our bodies e.g. eyes colour, hair colour, length, shape Sorting boys/girls I can say thank you to God in my prayers</p> <p>Babies need looking after</p>	<p>Similarities & differences We all have talents/abilities. God made the world and God made me and other people. God made us different and unique and loves us Mary was Jesus' mother and Jesus grew inside her for 9 months We are given a special name at Baptism Jesus loves us and welcomes children Making healthy food choices Growing Washing hands Healthy teeth Body parts in songs e.g. heads, shoulders, knees and toes Describe how we look and how we are different from others Caring for animals Identify games I like to play Difference is to be valued Developing self-esteem. What makes us happy and sad Babies grow for 9 months in their mum's tummy Lifecycle of a butterfly, frog and chicken Keeping myself safe on the road</p>	<p>Recognising the gifts & qualities of self and others Similarities & differences in appearance. Caring for animals God's love is shown in the gifts & qualities of everyone. Caring for animals as part of God's creation Keeping our body clean Learning to make ourself food to grow and keep healthy Increased familiarity with names of body parts Trying different foods We may have different feelings from others Animals have babies: names of animal babies We change as we grow Difference between people of different ages Keeping myself safe at home e.g. electricity, fire</p>	<p>Caring for God's creation Appreciating God's beautiful creation. The variety of creation Characteristics of living things Be able to name our private parts We should choose to keep parts of ourselves private – NSPCC Pants programme Healthy eating We need sleep, food, exercise to keep our bodies healthy Exploring our feelings- are we happy? What can we do if we feel sad? Lifecycles including the fact that all animals including humans have babies and babies grow into adults. Making choices about how to keep myself safe including online/stranger danger</p>	<p>We joined God's family at Baptism Body topic: parts of the body; the importance of healthy eating and exercise Healthy muscles and bones Danger of drugs including alcohol & smoking. Safe use of medicines Medicines can be harmful if not used properly . Protecting our health e.g. wearing sunglasses, sunscreen Need for privacy and personal space. Keeping ourself safe Reproduction requires a male & female. Changes since we were a baby. Changing celebrations as we grow Difference between being lonely and being alone Mindfulness as a wellbeing tool Know bullying is wrong and who to approach if we or others are being bullied</p>	<p>Appreciation of the diversity of creation including others with unique talents Diversity is a blessing & a challenge. God loves everyone. The danger and safe use of drugs. Recognising other dangers to self and the environment. Appropriate behaviour and physical contact: no one should touch our private parts or try to change or alter our shape or any part of us Managing differences and conflict</p> <p>Valuing our own beliefs/traditions. Self esteem and having a positive body image. I am beautiful as I am: neither I nor anyone else should change the shape of my body (FGM)</p> <p>Name and function of key body parts – organs/limbs/bones/ muscles etc. Our digestive system Personal hygiene including dental care. Optional puberty talk for girls Dealing with negative feelings We grow and change at different rates Being different is not easy</p>	<p>Our uniqueness – I was created unique and different Know images in the media do not always reflect reality</p> <p>Caring for the environment. Keeping myself and others safe online Using privacy settings Dangers of cloud-sharing systems Dangers of drugs including cigarettes & alcohol and prescription medicines Body topic: how our body changes as we undergo puberty/begin to develop sexually Names and functions of genitalia Personal hygiene Self-examination When to seek medical advice Life processes of reproduction in some plants and animals Evolution and inheritance How and why our mental and emotional health and behaviour change as we grow up: influences may include the media Coping with the raised expectations others have of me Understanding the challenges and wonder of change Where we can go to for</p>	<p>Revision of Puberty Birth The miracle of life: God causes new life to begin at Conception How reproduction and birth differs between humans and other forms of life. New life begins as an expression of love and through the love of parents for each other, blessed by God. The church celebrates love and the place for the creation of new life through the sacrament of marriage.. Mary as an example of loving motherhood Valuing ourselves. My rights Differences in lifecycles between humans, mammals, insects and birds. Genetic variation Freedom of choice. Taking responsibility for choices & actions as we grow up. Resisting peer pressure or exploitation Where to go for help if we are having any form of difficulty Being moral Exercise keeps me healthy The circle of life and love Reporting online or other forms of abuse The Pope as the source of the church's teaching on</p>

						<p>help and advice All that I am programme: emotional, spiritual, social and physical growth Celebrating ways I have changed since birth and will continue to change until old age God's plans for my future changes</p>	<p>RSE Know how a baby is conceived and then grows and develops in the womb The role of menstruation in the fertility cycle Keeping oneself safe alongside increasing independence e.g travelling safely to high school, making safe choices</p>
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Theme 2: CREATED TO LOVE OTHERS

<p>We like different things and we have some things in common The value of friendship. Saying thank you Forgiving others</p>	<p>What makes others happy/sad. Choices : sharing/ respecting others Family celebrations We can show love in different ways Giving & receiving love in family life. Helping each other. Making choices about behaviour. Respect for others Sharing Showing forgiveness <i>Visit from a Mum & baby</i> <i>A baby need love and care</i> Jesus showed us how to love others We show love through giving and receiving Playing games with others Helping others e.g. getting dressed Respect rules and boundaries</p>	<p>How to be a good friend Being grateful for our family Who is in my family How do my family help me My family helps me grow Family celebrations. In Baptism we join God's family. Weddings. How to take responsibility for oneself & others. Choices. Can tell the difference between the truth and lies Being sorry/forgiving others. Know people love & care for each other in different ways. Love can be shown in giving & receiving. Recognise how love is shown to us. How does Jesus want us to behave? How can we care for and help our family We have different feelings from other people sometimes</p>	<p>Relationships Living in a family There are different types of family and we should respect this Understanding the difference between good secrets and bad secrets Being part of God's family & the responsibilities this brings. Loving others. Ways of showing love & care in our daily lives Showing forgiveness. Developing self control Making good choices. Know how to respond appropriately if others are unkind to us How our choices affect others. Helping keep our home clean and tidy. Resisting peer pressure</p>	<p>Family celebrations including birth, engagement, marriage and their significance. The Sacraments: Marriage – marriage involves commitment. Confession: making good and bad choices. Know not all language or behaviour is acceptable How our choices affect others. Saying sorry. Making and keeping friends. Considering other family members. How do we care for others How do we make others feel safe? How do we respect other's personal space? Being honest and truthful Being compassionate to others</p>	<p>Reflecting God's love in our actions. Taking responsibility for one's actions and words: Teachings of Jesus about true happiness. Christian values of truthfulness, respect, justice & compassion. Resolving conflict Acknowledge and respect the gifts of others without being jealous</p>	<p>Explore what nourishes & damages human relationships: friendship, family life, marriages.- developing self-discipline How to deal with/prevent problems. The commandments as a guide to loving God & oneself. Marriage & Holy Orders as special forms of love, commitment & service. Ways in which love & commitment are important. My bodily changes are part of my sexual development in preparation for potential marriage and parenthood Respecting others online Making good choices Recognise harassment and exploitation in relationships with peers and how to respond Learn to manage risk and cope with dares: be able to resist pressure Judge what type physical conduct is acceptable or unacceptable and how to respond Know about changes that can happen in life e.g. loss, separation, divorce, bereavement and accompanying emotions</p>	<p>Examining conscience. The need for sorrow & forgiveness of others. Response to Confirmation: the gifts & fruits of the Holy Spirit & their relevance to daily life. Significance of love & commitment including marriage in family life. Values of the Beatitudes & their relevance to daily lives. Ways to live out the 10 Commandments. Different types of relationship Healthy relationships. Abusive relationships How to protect oneself from abusive relationships Different levels of love and relationship When love is dangerous or wrong Valuing and respecting others, especially within a relationship Family life as a vocation/ form of service and sacrifice. Marriage as the context for conception and birth Online behaviours that hurt others e.g. sexting. Pornographic images Rights and responsibilities to others Understand how our feelings grow in intensity as we grow older and the challenges of this</p>
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Theme 3:CREATED TO LIVE IN COMMUNITY (LOCAL, NATIONAL AND GLOBAL)

<p>People who help us Take part in charity fundraising e.g. muftis, cake sales to help others</p>	<p>Developing respect for other children & adults including family. The importance of saying thank you Respect for others Sharing The value of friendship. Learn about our faith: different people have different beliefs People who help us Who do we go to if we need help Understand God is Father, Son and Holy Spirit Washing our hands to avoid the spread of diseases</p>	<p>How we can follow Jesus' example in the way we live. How can we help those with no family Parable of the Good Samaritan – who is my neighbour Big Spring Clean – making the world where I live a better place Use a hanky to wipe our nose as part of our responsibility to avoid the spread of disease to others</p>	<p>What is a community? Different types of communities Ways in which people including ourselves contribute to the life of the community. We meet God's love in the community. How do we show we belong? E.g. uniform, rules, promises Showing respect for others. Keeping ourself safe in the community Who can we trust? Know people like Florence Nightingale helped develop systems which prevented disease and infection</p>	<p>Know that through Baptism we belong to the Christian community Being part of a group involves us contributing as well as following rules. Respecting the privacy and personal space of others The 10 Commandments & their relevance to everyday life. Caring for the environment: Pollution/erosion of rocks: causes & effects. People who show care and love in our home, school and parish community Zaccheaus was an outcast: Jesus welcomed him: how can we welcome others Know the Church is the Body of Christ and we enter into Communion with the Church as we receive the Eucharist How to send an email safely How to search the internet safely How to report inappropriate materials or messages Justify why we are fundraising/helping others Respect for other faiths (Hinduism)</p>	<p>Respect for other faiths/cultures. (Judaism) The importance of obedience. The responsibility to share God's love with others: how we can do this as individuals and as a community e.g. fundraising for charity. British values including respect for the law Know a range of organisations that uphold British Values and fight injustice Know people touching or harming or changing the shape of our bodies is abuse and where they can get support Consider the evils of the Holocaust: how can we prevent this happening in future God's laws and our laws 10 commandments as a code for living</p>	<p>Responding to authority/serving others. Christian values of truthfulness, justice, compassion & respect. Love of neighbour in our daily lives. Respect for other faiths/cultures (Sikhism). Know codes of behaviour should be based on one's beliefs. The nature of community life including family life. Personal hygiene. Saying 'No' to drugs/smoking/alcohol and resisting other forms of pressure including online Safe behaviours online Safe internet searching Support community events in service of others</p>	<p>Forms of Christian life & service. People in modern society who respond to God's call. How being a Christian will involve making sacrifices. Know the Christian community is part of a Diocese and the global church, governed by the Pope Ways of showing love of neighbour. How to respond to God in the way we live our lives. Preparation for the transition to secondary school & new challenges. Environmental issues. Respect for other faiths/culture (Islam). Charities that serve the community How people of different beliefs live out their faith Safe social networking practices Unsafe/illegal practices which harm self and otherse.g. cyberbullying, sexting, pornography Where to turn for help and how to contact them e.g. learning mentor, Childline, Talktofrank Know how bacteria and viruses affect health and spread disease: know measures that can be taken to prevent this Initiate and organise activities that benefit the community near or far</p>
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Appendix II: Y4 puberty session for girls whose parents have provided consent

Context: Optional session

Teaching arrangements for this episode: RSE coordinator and female colleague

Learning Objectives:

- Know that their body will soon begin changing as they change from girl to a young woman
- Be able to celebrate growth and change
- Know that within God's plan for creation, life processes including growth and reproduction are common to all living things including humans.
- Know that humans as organisms have growth and reproduction as part of the lifecycle.
- Know that as part of growth girls undergo physical and emotional changes.
- Understand the term 'Puberty' and 'Menstruation'.
- Be able to use the correct terms to describe parts of the body and physical changes.
- Know what to do and who to turn to if they need advice about any of these changes.

Vocabulary *(Some of these words will only be used fleetingly and in passing:)*

Puberty, reproductive system, pubic hair, anus, urethra, urine, outer lips, inner lips, vagina, adolescence, breasts, womb, ovaries, egg, fallopian tube, periods, menstruation, sanitary towel, tampon.

Lesson Introduction:

The children will be made to feel comfortable in a neutral area. Discuss if they know why they are there. Prayer to relax and prepare.

Teacher to discuss with the group things which all living things have in common. Focussing on life cycles, discuss changes that have occurred to them since they were babies. Reinforce that it is part of God's plan that we change as we grow and that there are differences and different changes for boys and girls; this is all part of God's creative and loving work. We are looking at changes to girls.

Main part of lesson: In small groups, pupils draw on body maps some of the changes they think which will happen to them as they grow to adulthood. Discuss and reinforce correct vocabulary.

Introduce menstruation, using pictures to explain.

The explanation for menstruation is:

Each ovary releases an egg once every 28 days or so. Each time an egg is released, the uterus develops a thick lining full of blood vessels. This lining gradually builds up over the 28 days. The uterus is preparing to be the place where a baby can grow and develop. If the egg is not fertilised, the lining of the uterus breaks down and passes out of the vagina. We call this process menstruation. Menstruation or a 'period' usually lasts 4-6 days. The whole process begins again. A new lining forms ready to receive an egg and so on. We call the whole process The Menstrual Cycle. Just as getting taller is a normal part of growing up, so menstruation is a normal part of growing up for girls. As well as the physical changes a girl experiences, she may also undergo emotional changes too. She may feel tearful, sensitive and emotional and there may be a small amount of pain.

Opportunity for questions and answers. (Questions will be answered in accordance with guidelines in the RSE policy.) Children will be shown different forms of sanitary protection by the and told what to do if they start their periods at school or need to dispose of sanitary protection.

(Explain systems within school to ask difficult questions and encourage children to discuss the lesson content with their parents.)

Talk about need for personal hygiene and personal hygiene routines.

Talk about self-examination and seeking medical advice if not sure about anything

Talk about their body being their private space: no one should touch it or alter it. What would they do if they or anyone else made them feel uncomfortable about something, particularly in relation to their body?

Plenary: Review some of the changes that will occur to them as they grow and the vocabulary used during the lesson. Provide pupils with a prompt of what has been learned to reflect on/discuss at home. Girls will also be given a Lillets pack.

Reflect with the pupils whether the lesson objectives have been met. Prayer and close of session.

Differentiation: By outcome and by differentiated worksheets. Extra teacher support will be given as necessary.

Assessment opportunities: By outcome of written and oral responses.

Follow-up opportunities: The lesson content will be revised in Year 5. It can also be followed up through discussion with RSE coordinator and use of questions box.

Appendix III: Year 5 lesson on puberty: Episode 2: Physical growth and change

Teaching arrangements for this episode: Class teacher and RSE coordinator; whole class taught together with opportunity for separate questions from each gender afterwards.

Learning Objectives:

- Know that the difference between boys and girls is part of God's creative and loving work
- Know the vocabulary to explain and describe menstruation
- Be able to celebrate the differences between boys and girls
- Know that within God's plan for creation, life processes including growth and reproduction are common to all living things including humans.
- Know that humans as organisms have growth and reproduction as part of the lifecycle.
- Know that as part of growth girls and boys undergo physical and emotional changes.
- Understand the term 'Puberty' and 'Menstruation'.
- Be able to use the correct terms to describe parts of the body and physical changes.
- Know what to do and who to turn to if they need advice about any of these changes.

Vocabulary (Some of these words will only be used fleetingly and in passing:)

Genitals, puberty, reproductive system, pubic hair, penis, scrotum, testicles, sperm, anus, urethra, urine, outer lips, inner lips, vagina, clitoris, adolescence, breasts, ejaculation, womb, ovaries, egg, fallopian tube, periods, menstruation, sanitary towel, tampon.

Lesson Introduction: Call children to the PrimeTime table.

Teacher to discuss with the class things which all living things have in common. Focussing on life cycles, discuss changes that have occurred to them since they were babies. Reinforce that it is part of God's plan that we change as we grow and that there are differences and different changes for boys and girls; this is all part of God's creative and loving work.

Main part of lesson: In small mixed-sex groups, pupils draw on some of the changes they think which will happen to them as they grow to adulthood. Discuss and reinforce correct vocabulary. Compare some of the different changes that will happen to girls and boys. Introduce the video (All that I am, prog 2) which focuses on the development of girls; girls are seen describing what it was like when they first started their periods and the concerns and worries they had.

The explanation for menstruation is:

Each ovary releases an egg once every 28 days or so. Each time an egg is released, the uterus develops a thick lining full of blood vessels. This lining gradually builds up over the 28 days. The uterus is preparing to be the place where a baby can grow and develop. If the egg is not fertilised, the lining of the uterus breaks down and passes out of the vagina. We call this process menstruation. Menstruation or a 'period' usually lasts 4-6 days. The whole process begins again. A new lining forms ready to receive an egg and so on. We call the whole process The Menstrual Cycle. Just as getting taller is a normal part of growing up, so menstruation is a normal part of growing up for girls. As well as the physical changes a girl experiences, she may also undergo emotional changes too. She may feel tearful, sensitive and emotional and there may be a small amount of pain.

After programme, discuss video content. Opportunity for questions and answers. (Questions will be answered in accordance with guidelines in the RSE policy.) Children will be shown different forms of sanitary protection by the RSE coordinator and class teacher and told what to do if they start their periods at school or need to dispose of sanitary protection. Discuss what it is that makes someone an adult: does having undergone the physical changes of puberty make one an adult? Our bodies are part of God's creation and God intends us to look after our bodies

and celebrate them in the same way as we care for and celebrate the rest of His creation. Many cultures celebrate puberty as a positive thing: what is there to celebrate and what do children worry about? How can they deal with these worries? (Explain systems within school to ask difficult questions and encourage children to discuss the lesson content with their parents.) Individual, group and paired written work to reinforce the lesson content. (This may take place over a number of subsequent lessons and/or for homework)

Talk about need for personal hygiene and personal hygiene routines.

Talk about self-examination and seeking medical advice if not sure about anything

Talk about their body being their private space: no one should touch it or alter it. What would they do if they or anyone else made them feel uncomfortable about something, particularly in relation to their body.

Plenary: Return to Prime Time table. Review some of the changes that will occur to them as they grow and the vocabulary used during the lesson. Provide pupils with a prompt of what has been learned to reflect on/discuss at home. Girls will be given a Lillets pack. Reflect with the pupils whether the lesson objectives have been met. Prayer and close of session.

Children will be made aware of a range of sanitary protection on display in the classroom at the end and after the lesson if they wish to look more closely. They will also be told that the teacher and RSE coordinator will be available for a while after the lesson at the start of break if children wish to discuss matters in more privacy.

Subsequently children will be given chance to discuss/ask questions in separate gender groups

Differentiation: By outcome and by differentiated worksheets. Extra teacher support will be given as necessary.

Assessment opportunities: By outcome of written and oral responses.

Follow-up opportunities: The lesson content will be referred to in subsequent All that I am sessions as well as science lessons. It will also be revised in Year 6. It can also be followed up on an individual basis as required at the end of the lesson. (See plenary)

Appendix III: Year 6: Lesson 1: Revision of puberty

Context: Revision of puberty work from year 5 in preparation for lessons on birth and conception

Teaching arrangements: Class teacher and RSE coordinator; whole class taught together.

Learning objectives:

- Know physical and emotional changes that occur to boys and to girls as they undergo puberty.
- Know that within God's plan for creation, life processes including growth and reproduction are common to all living things including humans.
- Know that humans as organisms have growth and reproduction as part of the lifecycle.
- Know that as part of growth girls and boys undergo physical and emotional changes.
- Understand the term 'Puberty' and 'Menstruation'.
- Be able to use the correct terms to describe parts of the body and physical changes.
- Know what to do and who to turn to if they need advice about any of these changes.
- Know the importance of self-examination for males and females from the onset of puberty.

Vocabulary *(Some of these words are used only fleetingly during the showing of the video)*

Genitals, puberty, reproductive system, pubic hair, penis, scrotum, testicles, sperm, anus, urethra, urine, outer lips, inner lips, vagina, clitoris, adolescence, breasts, ejaculation, womb, ovaries, egg, fallopian tube, periods, menstruation, sanitary towel, tampon.

Lesson Introduction:

Begin with Journey of life prayer (A Journey in love)

Discuss lesson objectives

In friendship groups of about 6 children, using a large sheet of paper or body charts, draw either a boy or girl and label/draw the changes which they undergo as they experience puberty.

Discuss these changes and the vocabulary used.

Main part of lesson: Discuss other changes which happen, e.g. hormonal changes affecting emotions as well as physical matters such as wet dreams and menstruation. Use diagrams on the board to illustrate where appropriate. The explanation given for menstruation will be as follows:

Each ovary releases an egg once every 28 days or so. Each time an egg is released, the uterus develops a thick lining full of blood vessels. This lining gradually builds up over the 28 days. The uterus is preparing to be the place where a baby can grow and develop. If the egg is not fertilised, the lining of the uterus breaks down and passes out of the vagina. We call this process menstruation. Menstruation or a 'period' usually lasts 4-6 days. The whole process begins again. A new lining forms ready to receive an egg and so on. We call the whole process The Menstrual Cycle. Just as getting taller is a normal part of growing up, so menstruation is a normal part of growing up for girls. As well as the physical changes a girl experiences, she may also undergo emotional changes too. She may feel tearful, sensitive and emotional and there may be a small amount of pain.

Introduce the need for self-examination by both sexes: where, how and why plus any early warning signs of which to be aware. Encourage children to make self-examination a regular habit and to discuss the information given with parents.

- Watch BBC programme 1 of Video.

Programme content: A family is seen bathing their 2 young children. As the children are washed the male and female genitals are named on a diagram. Children of an older age are then seen. The external changes of puberty are described as well as the internal ones relating to puberty, including periods and wet dreams. The programme finishes with two teenagers discussing some of their embarrassing experiences of puberty.

After programme, discuss video content. Opportunity for questions and answers. (Questions will be answered in accordance with guidelines in the RSE policy.) Children will be able to see and handle different forms of sanitary protection and told what to do if they start their periods at school or need to dispose of sanitary protection. Discuss what it is that makes someone an adult: does having undergone the physical changes of puberty make one an adult? Our bodies are part of God's creation and God intends us to look after our bodies in the same way as we care for the rest of His creation. Many cultures celebrate puberty as a positive thing: what is there to celebrate and what do children worry about? How can they deal with these worries?

(Explain systems within school to ask difficult questions and encourage children to discuss the lesson content with their parents.)

Reinforcement of prior learning

Talk about need for personal hygiene and personal hygiene routines.

Talk about self-examination and seeking medical advice if not sure about anything

Talk about their body being their private space: no one should touch it or alter it.

We should not share images of parts of us that are not covered by clothes or of other people – that can be upsetting as well as a criminal offence.

What would they do if they or anyone else made them feel uncomfortable about something, particularly in relation to their body?

Talk about the fact we also grow and change at different rates – we should celebrate our differences.

Individual, group and paired written work to reinforce the lesson content. (This may take place over a number of subsequent lessons and/or for homework)

Plenary: Opportunity for questions which will be answered in accordance with Family and Life policy guidelines. Provide children with printed resources drawn from A Journey in Love for reflection and discussion at home.

Differentiation: By outcome and by extra teacher support where necessary.

Assessment opportunities: Through discussion and labelled diagrams.

Follow-up opportunities: This lesson will lead into the next lesson on birth.

Appendix V: Year 6: Lesson 2: birth

Context: Lesson 2 in Year 6 on Relationships & Sex Education.

Teaching arrangements: Class teacher and RSE coordinator. All children taught together.

Learning objectives:

- Know all humans grow inside their mother's womb
- Know all living things are born
- Know life begins at conception, not birth
- Know babies are usually born via the vagina
- Understand the process of growth in the womb
- Know babies can be fed from their mothers' breasts

Vocabulary: *(Some of these words are used only fleetingly during the showing of the video)*
Amniotic sac, antenatal, birth, breast, cervix, contraction, embryo, foetus, labour, midwife, placenta, umbelical cord, vagina, womb.

Introduction to lesson:

Begin with Journey in life prayer

Reinforce prior learning and answer questions that have arisen

Share lesson objectives

Discuss where life begins for new plants; where baby animals grow and are born.

Discuss any new babies among the children's families.

Watch BBC Video, programme 2.

Video content: Two families are seen preparing for the birth of their third children. Their families are seen discussing the changes a baby will mean for them. The women are seen visiting the antenatal clinic for check ups and the development of the babies within the womb is shown through diagrams and viewing the hospital scans. One of the women is shown in labour from the earliest stages to the hospital delivery room. The birth of the baby is shown, including its entrance through the vagina and the cutting of the umbilical cord. The mother is subsequently seen breastfeeding her baby at home and the effect on other children in the family of the new baby is shown.

Main part of the lesson:

Question and answer session regarding issues raised in the programme, e.g. stages of foetal development, the importance of antenatal care, length of pregnancy, preparations for the arrival of a new baby, choices of how to care for the baby (breast or bottle feeding, home or hospital delivery, natural or caesarean birth etc.), the effects on a family including a mother of caring for a new baby, the importance of caring for a new baby once it is born, different ways of becoming a family e.g. adoption; parenthood as a vocation including the fact we not all be called by God to be parents.

Discuss the church's teaching that parenthood should not be considered other than within a married relationship as God's plan to ensure the optimum context for a baby's needs to be met. Models, posters and handouts will be used to support this part of the lesson.

Plenary: Review what has been learnt. Give handout drawn from A journey in love showing baby developing at different stages. Ask children to find out about their birth stories. Introduce topic for next session: Conception.

Differentiation: Outcome and through extra teacher support where needed.

Assessment opportunities: Through responses in discussion.

Follow-up opportunities: Children to discuss further with parents at home. Refer to lesson content in next lesson.

Teacher will arrange a follow up session with LIFE who show videos/photos of a child developing in the womb and have life size foetal models. This will create a sense of wonder and awe at the gift of life.

Appendix VI: Year 6: Lesson 3: Conception

Context: Third lesson in a series, following on from a lesson on foetal development and birth.

Teaching arrangements: Class teacher and school nurse. Whole class taught together.

Learning objectives:

- Know that it is part of God's plan that man and woman should join together to create new life.
- Know that within the sacrament of marriage the husband and wife share an act of love called intercourse where they can share in God's love by creating a child.
- Know that a child is made from the egg from a woman and a sperm from a man.
- Know how a child is conceived by the man's sperm entering the woman's body through the act of making love.
- Know that life begins at the moment of conception, when sperm meets egg.
- Know that a girl's body is physically able to conceive a child once they start their periods and that a boy starts producing sperm as they enter puberty, but that the conception of a child should be within a loving relationship consecrated by marriage.

Vocabulary: *(Some of these words are used only fleetingly during the showing of the video)*

Ovum, sperm, genetic code, fallopian tube, womb, cervix, vagina, testicles, penis, epididymus, sperm, semen, ejaculation, orgasm, making love, conception.

Introduction to lesson:

Journey of life prayer

Discussion re what the children found out about their birth and respond to questions arising.

Introduce lesson objectives.

Discuss teachings of the Church that a man should leave his family to marry. Discuss marriage as a sacrament: what is special about marriage? What did God want to be special about marriage: the *ideal* context into which children should be brought into the world. Refer back to programme 2: how can a loving relationship support the birth of a child? (Parents support each other, care for the needs of the different members of the family, love each other in a special and committed way.)

Revise content of the other videos: physical changes of puberty, foetal development....

Main part of the lesson:

Watch the BBC video programme 3.

Video content: A family is seen looking at photographs and discussing family likenesses. This is related to the fact that each child comes from the egg of the mother and the sperm of the father. The genetic code they contain is like the barcode on products in the shops. The bodily changes of boys and girls into men and women capable of reproducing are described using shots of a naked family washing in the morning. The journey of the egg and the sperm is described using film shot inside the body. The question of how sperm get into the female body is illustrated with cartoon drawings: it is portrayed as an act of love not to be taken lightly between two people in a committed, long-term relationship. The programme finishes with a wedding.

After the programme: question and answer session to reinforce understanding. Reinforce with regard to the Church's **teachings** on conception (life begins when sperm meets egg), and on sex being a loving and God-given part of a married relationship, not a casual act.

Continue to discuss genes and chromosomes and their role in determining our appearance, characteristics, abilities, medical conditions including blood group etc. How are twins conceived?

Opportunity for further questions which will be answered within the guidelines of the RSE policy.

Plenary:

Talk about what makes a healthy relationship?

What makes for an abusive relationship?

How can we protect ourselves from anything that harms us physically or emotionally including peer pressure?

Talk about feeling comfortable –we should never do anything that makes us feel uncomfortable

– what strategies can we use if we feel uncomfortable?

What might some of the difficulties be in keeping ourselves safe and with dealing with uncomfortable feelings/situations? Who can help us?

Ensure children know about:

Childline

TalktoFrank www.talktofrank.com

Recap on the main points of all three Year 6 RSE lessons. Encourage children to discuss matters raised further with their parents at home.

Children are given a handout drawn from a Journey in Love Year 6 materials to reflect on today's learning and the circle of love.

Differentiation: By outcome. Extra teacher support given where necessary.

Assessment opportunities: By outcome of written and oral responses and by expressions of understanding of the sanctity of marriage and family life.

Follow-up opportunities: Reinforcement during other science, R.E. and PSHE/citizenship work.

Y6 All that I am programme

This places physical growth in the context of wider growth and will allow the children to discuss issues that are increasingly relevant as they prepare to leave Primary School and fit ideally with Citizenship and RE themes for Year 6. The teacher should use the materials and adapt them as they see relevant.

LIFE SESSION:

The charity LIFE will be invited to talk to the children about the miracle of birth, showing videos of a growing baby and providing the opportunity to handle models. Children will learn that life is special from birth and that we are all unique and created by God in his own likeness.

