

APPENDIX 1

OVERVIEW OF JOURNEY IN LOVE

Early Years: The wonder of being special and unique.

AIM: To explore the wonder of being special and unique.

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

AIM: To focus on families and specially growing up in a loving, secure and stable home.

Year 2: We meet God's love in the community.

AIM: To describe how we are growing and developing in diverse communities that are God – given.

Year 3: How we live in love.

AIM: To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe.

Year 4: God loves us in our differences.

AIM: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.

Year 5: God loves us in our changing and developing.

AIM: Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives.

Year 6: The wonder of God's love in creating new life.

AIM: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.

Learning to love encompasses a range of relationships not just sexual ones, because human beings flourish through various and different relationships with other people. God's gift of friendship is a way of loving, and while sexual loving presupposes friendship, friendship does not require full sexual involvement. Cardinal Basil Hume.

APPENDIX 2

OVERVIEW OF MAPPING GRID

	JOURNEY IN LOVE	DFE GUIDANCE
<p>Early Years Aim: To explore the wonder of being special and unique.</p>	<p>1. Social and Emotional L.I: To recognise the joy of being a special person in my family.</p> <p>2. Physical L.I: To recognise that we are all different and unique.</p> <p>3. Spiritual L.I: To celebrate the joy of being a special person in God's family.</p>	<p>Families and people who care for me Families are important for children growing up, because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and, the vocabulary and confidence needed to do so, and where to get advice.</p>
<p>Year 1 Aim: To focus on families and specially growing up in a loving, secure and stable home.</p>	<p>1.Social and Emotional L.I: To recognise the signs that I am loved in my family.</p> <p>2. Physical L.I: To recognise how I am cared for and kept safe in my family.</p> <p>3. Spiritual L.I: To celebrate ways that God loves and cares for us.</p>	<p>Families and people who care for me Families are important for children growing up because they can give love, security and stability. The characteristics of a healthy family life: commitment to each other, including in times of difficulty, protection and care for children including other family members, the importance of spending time together and sharing each other's lives</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. The</p>

		<p>conventions of courtesy and manners. The importance of self- respect and how this links to their own happiness. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Online relationships The same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online.</p> <p>Being safe The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. What sorts of boundaries are appropriate in friendships with peers and others? The concept of privacy and the implications of it for both children and adults. Not always right to keep secrets. Each person’s body belongs to them, understanding differences between appropriate and inappropriate contact. How to respond safely to adults they may not know.</p>
<p>Year 2 Aim: To describe how we are growing and developing in diverse communities that are God - given.</p>	<p>1.Social and Emotional LI: To recognise the joy and friendship of belonging to a diverse community.</p> <p>2. Physical LI: To describe ways of being safe in communities.</p> <p>3. Spiritual LI: To celebrate ways of meeting God in our communities.</p>	<p>Families and people who care for me That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. That in schools and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help</p>

		<p>for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p>
<p>Year 3 Aim: To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe.</p>	<p>1.Social and Emotional LI: To describe and give reasons how friendships make us feel happy and safe.</p> <p>2. Physical LI: To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p> <p>3. Spiritual LI: To celebrate the joy and happiness of living in friendship with God and others.</p>	<p>Families and people who care for me Those stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children’s security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy or manners. The importance of self – respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.</p>

		<p>Sometimes people may behave differently online including by pretending to be someone they are not. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p>Being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? How to respond safely to adults they may not know.</p>
<p>Year 4 Aim: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</p>	<p>1.Social and Emotional LI: To describe how we all should be accepted and respected.</p> <p>2. Physical LI: To describe how we should treat others making links with the diverse modern society we live in.</p> <p>3. Spiritual LI: To celebrate the uniqueness and innate beauty of each of us.</p>	<p>Families and people who care for me Stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children's security as they grow up. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Caring friendships That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy or manners. The importance of self – respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority. . About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes can be unfair, negative or destructive. The importance of</p>

		<p>permission seeking and giving in relationships with friends, peers and adults.</p> <p>Being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p>
<p>Year 5 Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty-sensitivity, mood swings, anger, boredom etc., and grow further in recognising God’s presence in our daily lives.</p>	<p>1.Social and Emotional LI: To show knowledge and understanding of emotional relationship changes as we grow and develop.</p> <p>2. Physical LI: To show knowledge and understanding of the physical changes in puberty.</p> <p>3. Spiritual LI: To celebrate the joy of growing physically and spiritually.</p>	<p>Families and people who care for me That those stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children’s security as they grow up.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Respectful relationships The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. The importance of self – respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.</p>

		<p>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</p> <p>Being safe</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? Each person’s body belongs to them, understanding differences between appropriate and inappropriate contact.</p>
<p>Year 6</p> <p>Aim: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focussing on Catholic teaching, children will also know and understand about the conception of a child within Marriage.</p>	<p>1.Social and Emotional</p> <p>LI: To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</p> <p>2. Physical</p> <p>LI: To explain how human life is conceived.</p> <p>3. Spiritual</p> <p>LI: To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life – long relationships.</p>	<p>Families and people who care for me</p> <p>Stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children’s security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</p> <p>Caring friendships</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Respectful relationships</p> <p>The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. The importance of self – respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes</p>

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The aesthetic experience of love is expressed in that “gaze” which contemplates other persons as ends in themselves, even if they are infirm, elderly or physically unattractive.

Love opens our eyes and enables us to see, beyond all else, the great worth of a human being.

The joy of this contemplative love needs to be cultivated.

Since we were made for love, we know that there is no greater joy than that of sharing good things:

“Give, take, and treat yourself well” (Sir 14:16).

The most intense joys in life arise when we are able to elicit joy in others, as a foretaste of heaven.

Amoris Laetitia (128/9)

APPENDIX 3

OVERVIEW OF COME AND SEE

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselves Created in the image & likeness of God	Loving God who never stops loving
Baptism/confirmation belonging	Welcome Baptism; a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
Advent/Christmas loving	Birthday Looking forward to Jesus' birthday	Waiting Advent a time to look forward to Christmas	Preparations Advent; preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent; waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church community	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community Life in the local Christian community: ministries in the parish	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Meals Mass; Jesus' special meal	Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter giving	Growing Looking forward to Easter	Change Lent a time for change	Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost serving	Good News Passing on the Good news of Jesus	Holidays & holydays Pentecost: feast of the Holy Spirit	Spread the word Pentecost a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation Inter-relating	Friends Friends of Jesus	Being sorry God helps us to choose well Sacrament of Reconciliation	Rules Reasons for rules in the Christian family Sacrament of Reconciliation	Choices The importance of examination of conscience Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
Universal Church world	Our world God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure; the world	Special places Holy places for Jesus & the Christian	God's people Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family