

DFE links to revised Journey in Love

| YEAR GROUP | JOURNEY IN LOVE | DFE GUIDANCE |
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| <p>▪ Early Years</p> <p>Aim: To explore the wonder of being special and unique.</p> | <p>1) Social and Emotional</p> <p>Learning intention: to recognise the joy of being a special person in my family.</p> <p>2) Physical</p> <p>Learning intention: To recognise that we are all different and unique.</p> <p>3) Spiritual</p> <p>Learning intention: 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 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> |

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| <p data-bbox="256 264 379 293">▪ Year 1</p> <p data-bbox="256 338 443 555">Aim: To focus on families and specially growing up in a loving, secure and stable home.</p> | <p data-bbox="520 264 695 331">1) Social and Emotional</p> <p data-bbox="520 371 759 495">Learning intention: To recognise the signs that I am loved in my family.</p> <p data-bbox="520 533 667 562">2) Physical</p> <p data-bbox="520 602 767 725">Learning intention: To recognise how I am cared for and kept safe in my family.</p> <p data-bbox="520 763 671 792">3) Spiritual</p> <p data-bbox="520 833 775 956">Learning intention: To celebrate ways that God loves and cares for us.</p> | <p data-bbox="815 264 1262 293">Families and people who care for me</p> <p data-bbox="815 304 1342 360">Families are important for children growing up because they can give love, security and stability.</p> <p data-bbox="815 371 1369 517">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 data-bbox="815 562 1034 591">Caring friendships</p> <p data-bbox="815 602 1369 916">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 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 data-bbox="815 960 1102 990">Respectful relationships</p> <p data-bbox="815 1001 1382 1337">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 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 data-bbox="815 1382 1054 1411">Online relationships</p> <p data-bbox="815 1422 1369 1512">The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.</p> <p data-bbox="815 1556 938 1585">Being safe</p> <p data-bbox="815 1597 1382 1966">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 friendship 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> |

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| <p data-bbox="252 264 384 293">▪ Year 2</p> <p data-bbox="252 331 427 589">Aim: To describe how we are growing and developing in diverse communities that God-given.</p> | <p data-bbox="499 264 679 331">1) Social and Emotional</p> <p data-bbox="499 369 783 495">Learning intention: To recognise the joy and friendship of belonging to a diverse community.</p> <p data-bbox="499 533 651 562">2) Physical</p> <p data-bbox="499 600 783 689">Learning intention: To describe ways of being safe in communities.</p> <p data-bbox="499 728 655 757">3) Spiritual</p> <p data-bbox="499 795 727 920">Learning intention: To celebrate ways of meeting God in our communities.</p> | <p data-bbox="810 264 1262 293">Families and people that care for me</p> <p data-bbox="810 300 1385 456">That others’ families 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 data-bbox="810 495 1038 524">Caring friendships</p> <p data-bbox="810 530 1366 687">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 data-bbox="810 725 1110 754">Respectful relationships</p> <p data-bbox="810 761 1385 1180">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, 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 data-bbox="810 1218 943 1247">Being safe</p> <p data-bbox="810 1254 1366 1507">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> |

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| <p data-bbox="252 271 384 300">▪ Year 3</p> <p data-bbox="252 344 405 730">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 data-bbox="499 271 676 336">1) Social and Emotional</p> <p data-bbox="499 376 767 533">Learning intention: to describe and give reasons how friendships make us feel happy and safe.</p> <p data-bbox="499 568 647 600">2) Physical</p> <p data-bbox="499 638 775 828">Learning intention: To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p> <p data-bbox="499 864 655 896">3) Spiritual</p> <p data-bbox="499 934 767 1090">Learning intention: To celebrate the joy and happiness of living in friendship with God and others.</p> | <p data-bbox="810 271 1267 302">Families and people who care for me</p> <p data-bbox="810 306 1386 497">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 data-bbox="810 533 1037 564">Caring friendships</p> <p data-bbox="810 568 1386 1120">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 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 data-bbox="810 1155 1107 1187">Respectful relationships</p> <p data-bbox="810 1191 1386 1742">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 schools and in wider society they can expect to be treated with respect by 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> |

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| | | <p>Online relationships</p> <p>The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. 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</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. What sorts of boundaries are appropriate in friendship with peers and others? How to respond safely to adults they may not know.</p> |
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| <p>▪ Year 4</p> <p>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</p> <p>Learning intention: To describe how we all should be accepted and respected.</p> <p>2) Physical</p> <p>Learning intention: To describe how we should treat others making links with the diverse modern society we live in.</p> <p>3) Spiritual</p> <p>Learning intention: To celebrate the uniqueness and innate beauty of each of us.</p> | <p>Families and people who care for me 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. That others' families 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 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. 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 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> |
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| <p>▪ Year 5</p> <p>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</p> <p>Learning intention: To show knowledge and understanding of relationship changes as we grow and develop.</p> <p>2) Physical</p> <p>Learning intention: To show knowledge and understanding of the physical changes in puberty.</p> <p>3) Spiritual</p> <p>Learning intention: To celebrate the joy of growing physically and spiritually.</p> | <p>Families and people who care for me That 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.</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 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 permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships</p> |
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| <p data-bbox="256 275 379 300">▪ Year 6</p> <p data-bbox="256 349 424 992">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 data-bbox="504 275 676 338">1) Social and Emotional</p> <p data-bbox="504 383 783 600">Learning intention: 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 data-bbox="504 645 647 672">2) Physical</p> <p data-bbox="504 716 746 801">Learning intention: To explain how human life is conceived.</p> <p data-bbox="504 846 655 873">3) Spiritual</p> <p data-bbox="504 918 778 1227">Learning intention: 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 data-bbox="815 275 1265 302">Families and people who care for me</p> <p data-bbox="815 311 1350 501">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. The marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</p> <p data-bbox="815 539 1034 566">Caring friendships</p> <p data-bbox="815 575 1385 987">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 data-bbox="815 1025 1107 1052">Respectful relationships</p> <p data-bbox="815 1061 1385 1704">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 permission seeking and giving in relationships with friends, peers and adults.</p> |

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