

**HOLY TRINITY CATHOLIC ACADEMY**  
**PSHE and RSHE CURRICULUM OVERVIEW**

From September 2020, the Health Education and Relationships Education aspects of PSHE became compulsory in all schools. Our PSHE and RSHE curriculum overview details how these aspects are covered. The school's Relationship, Health and Sex Education programme is based on three core **Catholic Education Service** themes within which there will be broad overlap.

The three themes intentions are that children know that they are:

**Created and loved by God** (this explores the individual) The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

**Created to love others** (this explores an individual's relationships with others) God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

**Created to live in community – local, national & global** (this explores the individual's relationships with the wider world) Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

These three intent themes are covered throughout our PSHE and RSHE curriculum, through the 'Ten:Ten' Programme, through our RE programme, our Collective Worship programme and generally through the Catholic Life of our school.

**The PSHE/RSHE curriculum is also complemented through aspects of the Science curriculum and Computing Curriculum – where relevant, links are made to these subjects' Medium Term Plans.**

**Each Term has a different British Values focus: Advent Term:** Mutual Respect, **Lent Term:** Individual Liberty and the Rule of Law; **Pentecost Term:** Democracy and Tolerance

The **Protected Characteristics** are taught within the Ten:Ten programme – units are highlighted in pink below and Protected Characteristics links also highlighted.

**Age:** The subject of age, and the dignity of the person at all ages, is explored in the unit Life Cycles (All Key Stages, Module 1 Unit 4). Within these lessons, the programme teaches about the natural progress of life, and teaches that death is part of God's plan for us.

**Disability:** Image content, video content, lessons represent disability.

**Gender reassignment:** Whilst gender reassignment is a real issue for many primary schools, the subject is not currently explored in Life to the Full. Rather, the programme provides foundational language about our core identity as children of God to enable schools to address specific issues with their whole school community. At Holy Trinity, this is not covered specifically within the Ten:Ten content, but would be acknowledged through discussion and is generally covered within Anti-Bullying Week and general Protected Characteristics work in UKS2.

**Marriage and Civil Partnership:** The sessions "Who's Who?" (EYFS Module 2.2.1), "Special People" (KSI Module 2.2.1) and "Family, Friends and Others" (LKS2 Module 2.2.1) explore different family structures. They provide opportunities for children to share news about their own family structure in a non-judgemental forum and also provide opportunity for discussion the different family structures given in the various stories and scenarios. At Holy Trinity, we teach that all families are unique and special and whilst we do not promote same sex couples actively, if this is brought up in discussions, it is acknowledged and valued. In the Paradise Street dramas (UKS2 Module 1), various family structures are represented through the characters in the films and there is discussion about specific family structures, such as families with 'two mums and two dads' in "Gifts and Talents" KS2 Module 1.2.1.

**Pregnancy and maternity:** Although pregnancy is explored in age-appropriate ways throughout the primary schools' programme in the unit Life Cycles (All Key Stages, Module 1 Unit 4), the specific issue of maternity discrimination is not explored in primary schools.

**Race:** all learning stages specifically explores anti-racism.

**Religion and belief:** This is promoted within our Other Faith units of work, or RE work, Word of the Week films etc encouraging the children to respect other faiths.

**Sex:** Throughout the primary schools' programme, the teaching, stories, videos and image content establish an understanding of the equality of men and women, boys and girls. For example, in the unit "Me, My Body, My Health" (All Key Stages, Module 1, Unit 2) the discourse about the physical differences between boys and girls is matched by teaching about gender equality and dispelling gender stereotypes.

**Sexual orientation:** Attraction to the opposite sex is touched upon in UKS2 Module 1 within the 'Paradise Street' series as part of a discussion around emotional changes. However, sexual attraction as a subject is not addressed as part of the Life to the Full programme apart from an UKS2 aspect which addresses homophobic bullying within the wider context of living 'life to the full'. Through discussion in UKS2, this would be acknowledged and is covered generally so that the children know that this is a Protected Characteristics.

Themed days/weeks, British Values, RSE Contextual Safeguarding	Advent term Belonging	Lent term Community		Pentecost term Universal church	
<b>Words of the Week</b>	Welcome Encounter Gratitude Rosary Respect Remembrance Resilience Advent Hope Joy Peace	Family Epiphany Discipleship Empathy Compassion Healing Justice Fasting Almsgiving Reconciliation Saints Sacrifice		Faith Vocation Courage Our Lady Missionary Discipleship Pentecost Trinity Neighbour Self-Control Patience Care Generosity Thanksgiving	
<b>British values covered in each term</b>	An introduction to British Values	Mutual respect	Individual liberty	The rule of law	Democracy Tolerance of those of different faiths and beliefs.
<b>Catholic Education Service themes</b>	<p>Created and loved by God (Ten:Ten Module 1 Units)</p> <p><b>EYFS and KSI:</b> <b>Education in Virtue:</b> In a Catholic school, pupils are growing to be: 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want</p> <p><b>Religious understanding of the Human person: loving myself:</b> Pupils should be taught: 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism</p> <p><b>Me, my body and my health:</b> Pupils should be taught: Me 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities My body 1.1.3.1. The names of the external parts of the body 1.1.3.2. The similarities and differences between girls and boys My Health 1.1.3.3. How to maintain personal hygiene 1.1.3.4. What constitutes a healthy life-style, including</p> <p><b>Emotional Well Being &amp; Attitudes:</b> Pupils should be taught: Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences</p> <p><b>Life Cycles and Fertility:</b> Pupils should be taught: Life cycles 1.1.5.1. That there are life stages from birth to death</p>	<p>Created to love others (Ten:Ten Module 2 Units)</p> <p><b>EYFS and KSI:</b> <b>Education in Virtue:</b> In a Catholic school, pupils are growing to be: 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, "please" and "thank you." 1.2.1.6. Honest, able to tell the difference between truth and lies</p> <p><b>Religious understanding of the Human person: loving others:</b> Pupils should be taught: 1.2.2.1. We are part of God's family 1.2.2.2. That saying sorry is important and can help mend broken friendships 1.2.2.3. Jesus cared for others 1.2.2.4. That we should love other people in the same way Jesus loves us</p> <p><b>Personal Relationships:</b> Pupils should be taught: 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special. 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.5. To recognise when people are being unkind to them and others and how to respond. 1.2.3.6. Different types of teasing and bullying which are wrong and unacceptable.</p> <p><b>Keeping Safe and People who can help me:</b> Pupils should be taught: Keeping safe 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation. People who can help me 1.2.4.5. Who to go to if they are worried or need help 1.2.4.6. That there are a number of different people and organisations they can go to for help in different situations.</p>	<p>Created to live in community (Ten:Ten Module 3 Units)</p> <p><b>EYFS and KSI:</b> <b>Education in Virtue:</b> In a Catholic school, pupils are growing to be: 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally 1.3.1.3. Active in their commitment to bring about change</p> <p><b>Religious understanding of the Human Communities:</b> Pupils should be taught: 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in community 1.3.2.3. Jesus' teaching on who is my neighbour</p> <p><b>Living in the wider world:</b> Pupils should be taught: 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behavior has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live 1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>		

<p><b>Catholic Education Service themes</b></p>	<p><b>Created and loved by God</b> (Ten:Ten Module 1 Units as listed below)</p> <p><b>KS2:</b>  <b>Education in Virtue:</b>          In a Catholic school, pupils are growing to be:          2.1.1.1. Respectful of their own bodies, character and giftedness          2.1.1.2. Appreciative for blessings          2.1.1.3. Grateful to others and to God          2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods          2.1.1.5. Discerning in their decision making          2.1.1.6. Determined and resilient in the face of difficulty          2.1.1.7. Courageous in the face of new situations and in facing their fears</p> <p><b>Religious understanding of the Human person: loving myself:</b>          Pupils should be taught:          2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity          2.1.2.3. God has created us for a purpose (vocation)          2.1.2.4. Life is precious and their body is God's gift to them          2.1.2.5. Prayer and worship are ways of nourishing their relationship with God          2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics.</p> <p><b>Me, my body and my health:</b>          Pupils should be taught:          Me 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy          2.1.3.2. Strategies to develop self-confidence and self-esteem          2.1.3.3. Each person has a purpose in the world          2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)          My body 2.1.3.5. Their body will change and develop as they grow          2.1.3.6. About the growth and development of humans and the changes experienced during puberty          2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)          My health 2.1.3.8. How to make informed choices that have an impact on their health</p> <p><b>Emotional Well Being &amp; Attitudes:</b>          Pupils should be taught:          Emotional well-being 2.1.4.1. Their emotions may change as they approach as they grow and move through puberty          2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings          2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)          2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves          Attitudes 2.1.4.5. That some behavior is unacceptable, unhealthy or risky          2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p> <p><b>Life Cycles and Fertility:</b>          Pupils should be taught:          Life cycles 2.1.5.1. How a baby grows and develops in its mother's womb          2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age)          Fertility 2.1.5.3. The nature and role of menstruation in the fertility cycle          2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</p>	<p><b>Created to love others</b> (Ten:Ten Module 2 Units)</p> <p><b>KS2:</b>  <b>Education in Virtue:</b>          In a Catholic school, pupils are growing to be:          2.2.1.1. Loyal, able to develop and sustain friendships          2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble          2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different          2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships          2.2.1.5. Courteous in their dealings with friends and strangers          2.2.1.6. Honesty, committed to living truthfully and with integrity</p> <p><b>Religious understanding of the Human person: loving others:</b>          Pupils should be taught:          2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese          2.2.2.2. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness          2.2.2.3. The sacrament of marriage involves commitment and self-giving</p> <p><b>Personal Relationships:</b>          Pupils should be taught:          2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong.          2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family          2.2.3.3. How to make informed choices in relationships and that choices have positive, neutral and negative consequences          2.2.3.4. An awareness of bullying (including cyber-bullying) and how to respond          2.2.3.5. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond          2.2.3.6. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurized          2.2.3.7. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes.</p> <p><b>Keeping Safe and People who can help me:</b>          Pupils should be taught:          Keeping safe 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe          2.2.4.2. How to use technology safely          2.2.4.3. That not all images, language and behavior are appropriate          2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond          People who can help me          2.2.4.5. That there are a number of different people and organisations they can go to for help in different situations and how to contact them          2.2.4.6. How to report and get help if they encounter inappropriate materials or messages</p>	<p><b>Created to live in community</b> (Ten:Ten Module 3 Units)</p> <p><b>EYFS and KS1:</b>  <b>Education in Virtue:</b>          In a Catholic school, pupils are growing to be:          2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally          2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally          2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p> <p><b>Religious understanding of the Human Communities</b>          Pupils should be taught:          2.3.2.1. God is Trinity – a communion of persons          2.3.2.2. The key principles of Catholic Social Teaching          2.3.2.3. The Church is the Body of Christ</p> <p><b>Living in the wider world:</b>          Pupils should be taught:          2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.)          2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers          2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread          2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>
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<b>RSHE DfE Statutory Content</b>  <b>Relationships Education</b>	By the end of KS2  <b>Families and People who care for me</b>  <i>(covered in Ten:Ten Module 2 units Keeping Safe and People who help me)</i>	Pupils should know <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• 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</li> </ul> that 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. <ul style="list-style-type: none"> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
	<b>Caring Friendships</b>  <i>(covered in Ten:Ten Module 2 units Personal relationships)</i>	Pupils should know <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<b>Respectful Friendships</b> <i>(Covered in Ten:Ten Modules 1 and 2 Units)</i>	Pupils should know <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
	<b>Online Friendships</b>  <i>(Covered within the Computing Curriculum)</i>	Pupils should know <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
	<b>Being safe</b>  <i>(covered in Ten:Ten Module 2 units Keeping Safe and People who help me)</i>	Pupils should know <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.             <ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul> </li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>

<b>RSHE DfE Statutory Content</b>  <b>Physical Health and Mental Well Being</b>	By the end of KS2:  <b>Mental Well Being</b>  <i>(Covered in Ten:Ten Module 1 units)</i>	Pupils should know <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
	<b>Internet Safety and harms</b>  <i>(Covered in the Computing Curriculum)</i>	Pupils should know <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
	<b>Physical Health and Fitness</b>  <i>(Covered in Healthy Week and the Science Curriculum)</i>	Pupils should know <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
	<b>Healthy Eating</b>  <i>(Covered in Healthy Week, Science and DT Food Tech units)</i>	Pupils should know <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
	<b>Drugs, Alcohol and tobacco</b>  <i>(Covered in the Science Curriculum)</i>	Pupils should know <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
	<b>Health and Prevention</b>  <i>(Covered in Healthy Week and the Science Curriculum)</i>	Pupils should know <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
	<b>Basic First Aid</b>  <i>(Delivered through the Red Cross visits in Aspirations Week)</i>	Pupils should know: <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
	<b>Changing Adolescent Body</b>  <i>(Covered in Ten: Ten Module 1 units)</i>	Pupils should know: <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

	Advent term Belonging		Lent term Community		Pentecost term Universal church	
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS	<p><b>MCE week</b></p> <p>ELG:</p> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (<b>UW – people, culture and communities</b>)</li> </ul>	<p><b>Religious Understanding (Module 1 Unit 1)</b></p> <p><b>Handmade with love:</b> We are created individually by God as part of His creation plan. We are all God’s children and are special Our bodies were created by God and are good We can give thanks to God!</p> <p><b>Me, my body and my health (Module 1 Unit 2)</b></p> <p><b>I am me:</b> We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan! <b>Heads, shoulders, knees and toes:</b> Our bodies are good and made by God The names of the parts of the body (not genitalia) <b>Ready, Teddy?:</b> That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p> <p><b>Anti-bullying week:</b></p> <p>ELG:</p> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (<b>PSED – managing self</b>)</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (<b>PSED – self-regulation</b>)</li> </ul>	<p><b>Emotional well-being (Module 1 Unit 3)</b></p> <p><b>I like, you like, we all like:</b> That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) That it is natural for us to relate to and trust one another <b>Good feelings, bad feelings:</b> A language to describe their feelings An understanding that everyone experiences feelings, both good and bad Simple strategies for managing feelings <b>Let’s get real:</b> Simple strategies for managing emotions and behaviour That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus</p> <p><b>Life cycles (Module 1 Unit 4)</b></p> <p><b>Growing up:</b> That there are natural life stages from birth to death, and what these are</p> <p><b>E safety day:</b></p> <p>ELG:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (<b>PSED – self-regulation</b>)</li> <li>Show sensitivity to their own and to others’ needs. (<b>PSED - building relationships</b>)</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly. (<b>PSED - managing self</b>)</li> </ul>	<p><b>Religious Understanding (Module 2 Unit 1)</b></p> <p><b>Role Model:</b> We are part of God’s family Jesus cared for others and wanted them to live good lives like Him We should love other people in the same way God loves us</p> <p><b>Personal Relationships (Module 2 Unit 2)</b></p> <p><b>Who’s Who?:</b> To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of ‘special people’ and telling them is something is troubling them</p> <p><b>You’ve got a friend in me:</b> How their behaviour affects other people and that there is appropriate and inappropriate behaviour</p> <p>The characteristics of positive and negative relationships About different types of teasing and that all bullying is wrong and unacceptable</p> <p><b>Forever friends:</b> To recognise when they have been unkind to others and say sorry. That when we are unkind, we hurt God and should say sorry.</p>	<p><b>Keeping Safe (Module 2 Unit 3)</b></p> <p><b>Safe inside and out:</b> About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people. <b>My body, my rules:</b> To know they are entitled to bodily privacy That they can and should be open with ‘special people’ they trust if anything troubles them That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</p> <p><b>Feeling poorly:</b> Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies because God created them and gifted them to us.</p> <p><b>People who help us:</b> There are lots of jobs designed to help us. Paramedics help us in a medical emergency. First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p> <p>ELG:</p>	<p><b>Religious Understanding (Module 3 Unit 1)</b></p> <p><b>God is Love:</b> That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others <b>Loving God, loving others:</b> What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community No matter how small our offerings, they are valuable to God and He can use them for His glory.</p> <p><b>Living in the wider world (Module 3 Unit 2)</b></p> <p><b>Me, You, Us:</b> That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) About what harms and what improves the world in which they live</p> <p><b>Healthy week:</b></p> <p>ELG:</p> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (<b>PSED – managing self</b>)</li> <li>Explain the reasons for rules, know right from wrong and try to behave</li> </ul>

		<ul style="list-style-type: none"> <li>Show sensitivity to their own and to others' needs. <b>(PSED - building relationships)</b></li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly. <b>(PSED - managing self)</b></li> </ul>		<p>To recognise when people are being unkind to them and others and how to respond.</p> <p>That we should forgive like Jesus forgives.</p> <p>ELG:</p> <ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers. <b>(PSED - building relationships)</b></li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <b>(PSED - self-regulation)</b></li> <li>Show sensitivity to their own and to others' needs. <b>(PSED - building relationships)</b></li> </ul>	<ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers. <b>(PSED - building relationships)</b></li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly. <b>(PSED - managing self)</b></li> </ul>	<p>accordingly. <b>(PSED - managing self)</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others. <b>(PSED - building relationships)</b></li> <li>Show sensitivity to their own and to others' needs. <b>(PSED - building relationships)</b></li> </ul>
Year 1 and 2	<p><b>Relationships</b></p> <p>I know I am special because I am created and loved by God. I can recognise and name my feelings, linking to happy and sad times in my life. I can recognise and say what I like and dislike. I can recognise my God given talents. I can set a simple goal. I can play and work cooperatively. I can listen to other people and use good manners. I can share appropriately. I can agree and follow rules for my group and classroom.</p> <p><b>E-safety</b></p> <p>I understand that I can find a range of information from the internet and I can use the internet to answer specific questions I can navigate age-appropriate websites. I understand that we should respect the work of others which is stored or presented electronically.</p> <p><b>MCE week</b></p> <p><b>(Living in the wider world)</b> I can identify and respect differences and similarities between people. I know that I belong to different groups and communities i.e. school, family</p>	<p><b>Anti-bullying week</b></p> <p><b>Relationships</b></p> <p>I can recognise that my behaviour has consequences and affects others, including the community in which I belong. I can recognise and say what is fair and unfair, right and wrong I know that there are different types of bullying and teasing. I know that bullying is wrong and know how to deal with bullying behaviours.</p> <p><b>Life to the full – Module 1 Unit 1</b></p> <p>We are created individually by God; God wants us to talk to Him often through the day and treat Him as our best friend; God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness; We are created as a unity of body, mind and spirit: who we are matters and what we do matters; We can give thanks to God in different ways.</p> <p><b>Life to the full – Module 2 Unit 1</b></p> <p>We are part of God's family; Saying sorry is important and can mend friendships;</p>	<p><b>E-safety day</b></p> <p>I know what to do if I find something inappropriate online. I know that the internet can be used to communicate with other people. I can demonstrate an understanding of E-safety when communicating online. I am able to send suitable and purposeful emails with help. I know that not everything on the internet is true.</p> <p><b>Life to the full – Module 2 Unit 2</b></p> <p>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family; The importance of being close to and trusting special people and telling them if something is troubling them. How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; The characteristics of positive and negative relationships; Different types of teasing and that all bullying is wrong and unacceptable. To recognise when they have been unkind and say sorry;</p>	<p><b>Life to the full – Module 2 Unit 3</b></p> <p>To understand safe and unsafe situations, including online. The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; How to resist pressure when feeling unsafe. To know that they are entitled to bodily privacy;</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume. They should call 999 in an emergency and ask for ambulance, police and/or fire brigade If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999. Some basic principles of First Aid</p>	<p>Living in the wider world</p> <p>I know what can be harmful to the environment. I know some ways to look after my environment.</p> <p><b>Life to the full – Module 3 Unit 1</b></p> <p>That God is love: Father, Son and Holy Spirit; That being made in his image means being called to be loved and to love others. To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour.</p> <p><b>Life to the full – Module 3 Unit 2</b></p> <p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live.</p>	<p>Living in the wider world</p> <p>I understand about the role money plays in my life including how to manage my money, keep it safe, choices about spending money and what influences those choices. I know that we have to pay for what we buy. I understand the consequences of losing money. I can recognise the coins and notes we use. I know different ways that money can be looked after. I know some ways that we can pay for things.</p> <p><b>Healthy week</b></p> <p>I know that there are healthy and less healthy drinks. I recognise the need for safety rules – i.e. road, cycles, fire, rail, water, school environment, playground and home. I know what my body needs to stay healthy, including physical activity, rest, healthy eating and oral health. I can make real informed choices that would improve my health and well-being. I know how to keep myself safe in the sun. I know that the choices I make can have good and not so good consequences</p>

		<p>Jesus cared for others and had expectations of them and how they should act; We should love other people in the same way God loves us.</p>	<p>To recognise when people are being unkind to them and others and how to respond; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives.</p>			<p>Other faiths I can identify and respect differences and similarities between people.</p>
Year 3 and 4	<p><b>Relationships</b> I know that life is precious and God given. I can listen to and use good manners show respect for the views of others. I can explain how my actions have consequences for myself and others. I can describe and respond appropriately to other people's feelings being honest, truthful and respectful. I can acknowledge that others have different points of view. I can identify different types of relationships and show ways to maintain good relationships e.g. with friends and relatives.</p> <p><b>Esafty</b> I can use the internet purposefully to answer specific questions. I know that not everything on the internet is true and know what to do if I access something inappropriate. I know that some website and things I can find on the internet are age restricted e.g. gambling sites. I know that information found on search engines is ranked. I know that it is important to ration the time I spend online.</p> <p><b>MCE week</b> <b>(Living in the wider world)</b> I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from me. I understand that there is great diversity locally and across the world which affects peoples' choices.</p>	<p><b>Anti-bullying week</b> <b>Relationships</b> I can explain how my actions have consequences for myself and others. I know that my behavior can have an impact on the communities I belong to. I can describe the nature and consequences of bullying and express some ways of responding to it.</p> <p><b>Life to the full – Module 1 Unit 1</b> I We are created individually by God who is Love, designed in His own image and likeness; God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation); Every human life is precious from the beginning of life (conception) to natural death; Personal and communal prayer and worship are necessary ways of growing in our relationship with God; In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue); It is important to make a nightly examination of conscience. That in Baptism God makes us His adopted children and 'receivers' of His love. That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</p> <p><b>Life to the full – Module 2 Unit 1</b> I That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness;</p>	<p><b>Health and well-being</b> I can identify and explain how to manage the risks in different familiar situations. I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs. I can begin to understand some of the influences on my personal choices in relation to smoking or other substances and the consequences of those choices. I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios, including substances. I can recognise safe and unsafe situations.</p> <p><b>Esafty day</b> I know the difference between communicating using email and online in a discussion forum. I am able to send suitable and purposeful emails. I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones.</p> <p><b>Life to the full – Module 2 Unit 2</b> I Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; The difference between a group of friends and a 'clique'.</p>	<p><b>Relationships/Health and well-being</b> I can describe changes that happen in life and begin to recognise strategies that may help me to deal with these e.g. loss, divorce etc.</p> <p><b>Life to the full – Module 2 Unit 3</b> I To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; <b>How to use technology safely;</b> That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; <b>How to report and get help if they encounter inappropriate materials or messages.</b> That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; <b>To judge well what kind of physical contact is acceptable or unacceptable and how to respond;</b> That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest. Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. <b>Our bodies are created by God, so we should take care of them</b> and be careful about what we consume. In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge.</p>	<p><b>Living in the wider world</b> I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p><b>Life to the full – Module 3 Unit 1</b> I God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; The human family is to reflect the Holy Trinity in mutual charity and generosity. That the human family is to reflect the Holy Trinity in mutual charity and generosity; The Church family comprises of home, school and parish (which is part of the diocese).</p> <p><b>Life to the full – Module 3 Unit 2</b> I To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.</p>	<p><b>Living in the wider world</b> I can make simple financial decisions and consider how to spend money, including pocket money. I know that it is possible to keep money safe by putting it into an 'account' in the bank. I am able to make comparisons between prices when deciding what the best value for money is. I know a range of different ways to pay for things. <b>I know that if you 'borrow' you have to pay back more.</b></p> <p><b>Healthy week</b> I can make simple choices to improve my health and well-being including oral health. I can identify and explain how to manage the risks in different familiar situations. <b>I know how to keep myself and others safe when using roads.</b></p> <p><b>Other faiths</b> I understand that there is great diversity locally and across the world which affects peoples' choices.</p>



		That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.	Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.			
<b>Year 5 and 6</b>	<p><b>Relationships</b> I know I am made in the image and likeness of God. I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive and courteous way. I can deal positively with my/ others' feelings and recognise a range of emotions that accompany life situations e.g. loss and divorce. I can express my views confidently and listen to and show respect for the views of others. I can confidently discuss things I like and dislike.</p> <p><b>Esafety</b> I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school. I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online. I understand the importance of protecting personal information, including passwords, addresses and images. I know how to report something inappropriate I find online.</p> <p><b>MCE week</b> I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability. I know that circumstances in other countries and cultures may be different from our own. I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.</p>	<p><b>Anti-bullying week</b> I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help. I can recognise the difference between aggressive and assertive behaviour. I know where individuals, families and groups can get help and support. I know how to ask for help. I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities.</p> <p><b>Life to the full – Module 1 Unit 1</b> We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</p> <p><b>Life to the full – Module 2 Unit 1</b> To know that God calls us to love others. To know ways in which we can participate in God's call to us.</p>	<p><b>Esafety day</b> I recognise the importance of rationing the time I spend online. I know that images in the media do not always reflect reality and can affect how people feel about themselves. I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website. I understand that good online research involves processing the information (rather than copying) and interpreting it for others. I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.</p> <p><b>Life to the full – Module 2 Unit 2</b> Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure. Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'. Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships</p>	<p><b>Relationships/Health and well-being</b> I understand that abuse in relationships is against the law and know where people can go for help in this situation. I know that civil partnerships and marriage are a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together. I know that there are different types of relationships e.g. relatives, friends. I can explain the qualities of a positive healthy relationship. I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know. I know where individuals, families and groups can get help and support e.g. Samaritans.</p> <p><b>Life to the full – Module 2 Unit 3</b> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. <b>How to use technology safely.</b> That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages. <b>What the term cyberbullying means and examples of it;</b> <b>What cyberbullying feels like for the victim;</b> How to get help if they experience cyberbullying. <b>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</b> That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p>	<p><b>Living in the wider world</b> I know that there are some cultural practices which are against British law and universal human rights e.g. FGM and forced marriage I know that circumstances in other countries and cultures may be different from our own. I know about Fair Trade and what it means. I know that individual and community rights and responsibilities need to be taken into account when making decisions. I understand that universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p><b>Life to the full – Module 3 Unit 1</b> Children will know that God is Trinity - a community of persons Children will know that the Church is the Body of Christ –</p> <p><b>Life to the full – Module 3 Unit 2</b> Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</p>	<p><b>Living in the wider world</b> <b>ENTERPRISE WEEK</b> I can differentiate between essentials and desires – needs and wants. I am able to plan for future spending. I understand how and why people save. I understand 'value for money' and can make informed choices to get 'value for money'. I understand that I need to budget for the future.</p> <p><b>CAFOD</b> <b>Healthy week</b> <b>Other faiths</b> I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.</p> <p><b>Life to the full – Module 3 Unit 3</b> Pupils will learn to apply the principles of Catholic Social Teaching to current issues. Pupils will find ways in which they can spread God's love in their community.</p>

I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.

Learn how to make good choices about substances that will have a positive impact on their health. Know that our bodies are created by God, so we should take care of them and be careful about what we consume.

Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco

Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies

The recovery position can be used when a person is unconscious but breathing.

DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.

**Continue for Year B Curriculum:**

Themed days/ weeks British Values RSE Contextual Safeguarding	Advent term Belonging		Lent term Community		Pentecost term Universal church	
British values to  be covered each term	An introduction to British Values	Mutual respect	Individual liberty	The rule of law	Democracy	Tolerance of those of different faiths and beliefs.
Catholic Education Service RSHE themes	Created and loved by God  Created to love others  Created to live in community  (themes also covered within the British Values aspects of the curriculum)		Created and loved by God  Created to love others  Created to live in community  (themes also covered within the British Values aspects of the curriculum)		Created and loved by God  Created to love others  Created to live in community  (themes also covered within the British Values aspects of the curriculum)	
EYFS	MCE week  ELG:  <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(UW – people, culture and communities)</i></li> </ul>	<u>Religious Understanding (Module 1 Unit 1)</u>  <u>Handmade with love:</u> We are created individually by God as part of His creation plan. We are all God’s children and are special Our bodies were created by God and are good We can give thanks to God!  <u>Me, my body and my health (Module 1 Unit 2)</u>  <u>I am me:</u> We are each unique, with individual gifts, talents and skills.	<u>Emotional well-being (Module 1 Unit 3)</u>  <u>I like, you like, we all like:</u> That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) That it is natural for us to relate to and trust one another <u>Good feelings, bad feelings:</u> A language to describe their feelings An understanding that everyone experiences feelings, both good and bad Simple strategies for managing feelings  <u>Let’s get real:</u> Simple strategies for managing emotions and behaviour	<u>Religious Understanding (Module 2 Unit 1)</u>  <u>Role Model:</u> We are part of God’s family Jesus cared for others and wanted them to live good lives like Him We should love other people in the same way God loves us  <u>Personal Relationships (Module 2 Unit 2)</u>  <u>Who’s Who?:</u> To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family	<u>Keeping Safe (Module 2 Unit 3)</u>  <u>Safe inside and out:</u> About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people. My body, my rules: To know they are entitled to bodily privacy That they can and should be open with ‘special people’ they trust if anything troubles them That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest Feeling poorly:	<u>Religious Understanding (Module 3 Unit 1)</u>  <u>God is Love:</u> That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others <u>Loving God, loving others:</u> What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community No matter how small our offerings, they are valuable to God and He can use them for His glory.

Whilst we all have similarities because we are made in God's image, difference is part of God's plan!

**Heads, shoulders, knees and toes:**

Our bodies are good and made by God

The names of the parts of the body (not genitalia)

**Ready, Teddy?:**

That our bodies are good and we need to look after them

What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene

Anti-bullying week:

ELG:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **(PSED – managing self)**
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. **(PSED – self-regulation)**
- Show sensitivity to their own and to others' needs. **(PSED - building relationships)**
- Explain the reasons for rules, know right from wrong and try to behave accordingly. **(PSED - managing self)**

That we have choices and these choices can impact how we feel and respond.

We can say sorry and forgive like Jesus

Life cycles (Module 1 Unit 4)

Growing up:

That there are natural life stages from birth to death, and what these are

Esafety day

ELG:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. **(PSED – self-regulation)**
- Show sensitivity to their own and to others' needs. **(PSED - building relationships)**
- Explain the reasons for rules, know right from wrong and try to behave accordingly. **(PSED -managing self)**

The importance of being close to and trusting of 'special people' and telling them is something is troubling them

You've got a friend in me:

How their behaviour affects other people and that there is appropriate and inappropriate behaviour

The characteristics of positive and negative relationships

About different types of teasing and that all bullying is wrong and unacceptable

Forever friends:

To recognise when they have been unkind to others and say sorry.

That when we are unkind, we hurt God and should say sorry.

To recognise when people are being unkind to them and others and how to respond.

That we should forgive like Jesus forgives.

ELG:

- Form positive attachments to adults and friendships with peers. **(PSED - building relationships)**
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. **(PSED – self-regulation)**
- Show sensitivity to their own and to others' needs. **(PSED - building relationships)**

Medicines should only be taken when a parent or doctor gives them to us.

Medicines are not sweets.

We should always try to look after our bodies because God created them and gifted them to us.

People who help us:

There are lots of jobs designed to help us.

Paramedics help us in a medical emergency.

First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance

ELG:

- Form positive attachments to adults and friendships with peers. **(PSED - building relationships)**
- Explain the reasons for rules, know right from wrong and try to behave accordingly. **(PSED -managing self)**

Living in the wider world (Module 3 Unit 2)

Me, You, Us:

That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community

That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.

That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)

About what harms and what improves the world in which they live

Healthy week

ELG:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **(PSED – managing self)**
- Explain the reasons for rules, know right from wrong and try to behave accordingly. **(PSED - managing self)**
- Work and play cooperatively and take turns with others. **(PSED – building relationships)**
- Show sensitivity to their own and to others' needs. **(PSED - building relationships)**

<p><b>Year 1 and 2</b></p>	<p><b>Relationships</b> I know I am special because I am created and loved by God.  I can recognise and name my feelings, linking to happy and sad times in my life.  I can recognise and say what I like and dislike.  I can recognise my God given talents.  I can set a simple goal.  I can play and work cooperatively.  I can listen to other people and use good manners.  I can share appropriately.  I can agree and follow rules for my group and classroom.</p> <p><b>E-safety</b> I understand that I can find a range of information from the internet. I can navigate age-appropriate websites. I understand that we should respect the work of others which is stored or presented electronically. I can use the internet purposefully to answer specific questions.</p> <p><b>MCE week</b> I can identify and respect differences and similarities between people. I know that I belong to different groups and communities i.e. school, family.</p>	<p><b>Anti-bullying week</b> <b>Relationships</b> I can recognise that my behaviour has consequences and affects others, including the community in which I belong.  I can recognise and say what is fair and unfair, right and wrong I know that there are different types of bullying and teasing. I know that bullying is wrong and know how to deal with bullying behaviours.</p> <p><b>Life to the full – Module 1 Unit 1</b> I We are created individually by God; God wants us to talk to Him often through the day and treat Him as our best friend; God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness; We are created as a unity of body, mind and spirit: who we are matters and what we do matters; We can give thanks to God in different ways.</p>	<p><b>E-safety day</b> I know what to do if I find something inappropriate online. I know that the internet can be used to communicate with other people. I can demonstrate an understanding of E-safety when communicating online. I am able to send suitable and purposeful emails with help. I know that not everything on the internet is true.</p> <p><b>Life to the full – Module 1 Unit 2</b> To learn that we are unique, with individual gifts, talents and skills. Our bodies are good; The names of the parts of our bodies Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family. Our bodies are good and we need to look after them; What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; The importance of sleep, rest and recreation for our health; How to maintain personal hygiene.</p>	<p><b>Health and well-being/relationships</b> I understand the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. I can recognise some characteristics of positive and negative relationships.  I can judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and understand how to respond (including who to tell and how to tell them). I know which parts of my body are private (NSPCC- PANTS) I recognise that I share a responsibility for keeping myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p> <p><b>Life to the full – Module 1 Unit 3</b> That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; That Jesus died on the cross so that we would be forgiven.</p>	<p><b>Living in the wider world</b> I know what can be harmful to the environment. I know some ways to look after my environment.</p> <p><b>Life to the full – Module 1 Unit 4</b> Children will know and appreciate that there are natural life stages from birth to death, and what these are.</p> <p><b>Life to the full – Module 3 Unit 1</b> That God is love: Father, Son and Holy Spirit; That being made in his image means being called to be loved and to love others. To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour.</p> <p><b>Life to the full – Module 3 Unit 2</b> That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live.</p>	<p><b>Living in the wider world</b> I understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. I know that money can come from different sources and can be used for different things. I know that there are some things people have to buy and other things that we choose to buy. (wants/needs) I understand that it may not be possible to have everything you want. I know some of the essentials that have to be paid for.</p> <p><b>Healthy week</b> I know that there are healthy and less healthy drinks. I recognise the need for safety rules – i.e. road, cycles, fire, rail, water, school environment, playground and home. I know how to keep myself safe in the sun. I know what my body needs to stay healthy, including physical activity, rest, healthy eating and oral health. I can make real informed choices that would improve my health and well-being. I can make simple choices to improve my health and well-being. I know that the choices I make can have good and not so good consequences.</p> <p><b>Other faiths</b> I can identify and respect differences and similarities between people.</p>
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<p><b>Year 3 and 4</b></p>	<p><b>Relationships</b> I know that life is precious and God given. I can say what I like and dislike. I know the importance of valuing myself and my individual God given talents and gifts. I can identify positive ways to face new challenges I can identify positive things about my own and others' achievements I can recognise the worth of other people. I can respond appropriately to other people's feelings being honest, truthful and respectful.</p> <p><b>E-safety</b> I can use the internet purposefully to answer specific questions by using appropriate search engines. I know that information found on search engines is ranked.  I know that not everything on the internet is true and know what to do if I access something inappropriate. I know that it is important to ration the time I spend online.</p> <p><b>MCE week</b> <b>(Living in the wider world)</b> I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from me. I understand that there is great diversity locally and across the world which affects peoples' choices.</p> <p><b>Life to the full – Module 1 Unit 1</b> We are created individually by God who is Love, designed in His own image and likeness; God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation); Every human life is precious from the beginning of life (conception) to natural death; Personal and communal prayer and worship are necessary ways of growing in our relationship with God; In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament</p>	<p><b>Anti-bullying week</b> <b>Relationships</b> I can explain how my actions have consequences for myself and others. I know that my behavior can have an impact on the communities I belong to. I can describe the nature and consequences of bullying and express some ways of responding to it.</p>	<p><b>Health and well-being</b> I can make informed choices about healthy eating and exercising I feel good about myself and my body. I can take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences</p> <p><b>E-safety day</b> I know the difference between communicating using email and online in a discussion forum. I am able to send suitable and purposeful emails. I can demonstrate an understanding of E-safety when communicating online. I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones.</p> <p><b>Life to the full – Module 1 Unit 2</b> Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc). About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies. Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.</p>	<p><b>Relationships/Health and well-being</b> I can judge what kind of physical contact is acceptable or unacceptable. I know that individuals have rights over their own bodies, and that there are differences between good and bad touching. I understand about personal space. I know how to deal with unwanted touch. I know who to go to if I need help. I understand that it is alright to break a secret in order to keep me safe.</p> <p>I can describe changes that happen in life and begin to recognise strategies that may help me to deal with these e.g. loss, divorce etc.</p> <p><b>Journey in love</b></p> <p><b>Year 4 – block</b></p>	<p><b>Living in the wider world</b> I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p><b>Life to the full – Module 1 Unit 4</b> That they were handmade by God with the help of their parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.</p>	<p><b>Living in the wider world</b> I know there are different ways to access money, including earning it through work. I know how I can save money for future spending and there may be things that I cannot have. I can understand that money is not infinite. I can begin to develop an understanding that people have different financial circumstances. I can begin to understand why we have charities and make choices about them in relation to my own values.</p> <p><b>Healthy week</b> I can make simple choices to improve my health and well-being, including oral health. I can identify and explain how to manage the risks in different familiar situations. I know how to keep myself and others safe when using roads. I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need e.g. by making a call to the emergency services I know how to keep safe in the sun and why this is important.</p> <p><b>Other faiths</b></p> <p><b>Life to the full – Module 3 Unit 1</b> God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; The human family is to reflect the Holy Trinity in mutual charity and generosity. The Church family comprises of home, school and parish (which is part of the diocese).</p> <p><b>Life to the full – Module 3 Unit 2</b> To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.</p>
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of Reconciliation, we develop good habits (grow in human virtue);  
It is important to make a nightly examination of conscience.  
That in Baptism God makes us His adopted children and 'receivers' of His love.  
That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).

<p><b>Year 5 and 6</b></p>	<p><b>Relationships</b> I can deal positively with my/ others' feelings and recognise a range of emotions that accompany life situations e.g. loss and divorce.</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices.</p> <p>I understand that abuse in relationships is against the law and know where people can go for help in this situation.</p> <p>I can identify positive ways to face new challenges.</p> <p>I can identify positive things about myself and my achievements and set personal goals.</p> <p>I can confidently discuss things I like and dislike.</p> <p><b>E-safety</b> I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school.</p> <p>I know that some websites are age restricted e.g. gambling sites.</p> <p>I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online.</p> <p>I understand the importance of protecting personal information, including passwords, addresses and images.</p> <p>I know how to report something inappropriate I find online.</p> <p><b>MCE week</b> I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability.</p> <p>I know that circumstances in other countries and cultures may be different from our own.</p> <p>I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.</p>	<p><b>Anti-bullying week</b> I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p>I can recognise the difference between aggressive and assertive behaviour.</p> <p>I know where individuals, families and groups can get help and support.</p> <p>I know how to ask for help.</p> <p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities.</p>	<p><b>Health and well-being</b> I know basic emergency aid procedures and where to get help e.g. calling the emergency services.</p> <p>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences.</p> <p>I understand the influence of the media in relation to alcohol and drugs and know where to access reliable sources of information and support around substances.</p> <p>I know how to make informed healthy lifestyle choices and to be self-disciplined.</p> <p>I can recognise some signs of early illness e.g. fatigue and weight loss.</p> <p>I understand that there are a range of influences for example the media that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders, managing finances etc.</p> <p><b>E-safety day</b> I recognise the importance of rationing the time I spend online.</p> <p>I know that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website.</p> <p>I understand that good online research involves processing the information (rather than copying) and interpreting it for others.</p> <p>I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.</p> <p><b>Life to the full – Module 1 Unit 2</b> Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;</p> <p>Self-confidence arises from being loved by God (not status, etc).</p>	<p><b>Relationships/Health and well-being</b> I understand that abuse in relationships is against the law and know where people can go for help in this situation.</p> <p>I know that civil partnerships and marriage are a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together.</p> <p>I know that there are different types of relationships e.g. relatives, friends.</p> <p>I can explain the qualities of a positive healthy relationship.</p> <p>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know.</p> <p>I know where individuals, families and groups can get help and support e.g. Samaritans.</p> <p><b>Life to the full – Module 1 Unit 3</b> To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.</p> <p>That some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p>Emotions change as they grow up (including hormonal effects);</p> <p>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;</p> <p>About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.</p> <p>The difference between harmful and harmless videos and images;</p> <p>The impact that harmful videos and images can have on young minds;</p> <p>Ways to combat and deal with viewing harmful videos and images</p>	<p><b>Living in the wider world</b> I know that there are some cultural practices which are against British law and universal human rights e.g. FGM and forced marriage</p> <p>I know that circumstances in other countries and cultures may be different from our own.</p> <p>I know about Fair Trade and what it means.</p> <p>I know that individual and community rights and responsibilities need to be taken into account when making decisions.</p> <p>I understand that universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p><b>Life to the full – Module 1 Unit 4</b> How a baby grows and develops in its mother's womb.</p> <p>Basic scientific facts about sexual intercourse between a man and woman;</p> <p>The physical, emotional, moral and spiritual implications of sexual intercourse;</p> <p>The Christian viewpoint that sexual intercourse should be saved for marriage.</p> <p>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;</p> <p>Some practical help on how to manage the onset of menstruation.</p>	<p><b>Living in the wider world</b> <b>ENTERPRISE WEEK</b> I know what is deducted from earnings and why.</p> <p>I can differentiate between manageable and unmanageable debt.</p> <p>I understand that money we earn also supports the local and wider community.</p> <p>I understand different ways of keeping track of my money.</p> <p>I am able to 'read' and check pay slips, bank statements etc.</p> <p>I understand who and where I can go to borrow money.</p> <p><b>CAFOD</b> <b>Healthy week/RSE</b> I understand simple, safe routines to prevent the spread of bacteria and viruses.</p> <p>I understand the impact of unsafe exposure to the sun.</p> <p><b>Other faiths</b> I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.</p> <p><b>Life to the full – Module 3 Unit 1</b> Children will know that God is Trinity - a community of persons</p> <p>Children will know that the Church is the Body of Christ –</p> <p>Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:</p> <p>Just, understanding that the way we live has an impact on others locally, nationally and globally</p> <p>Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation</p> <p>Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</p> <p><b>Life to the full – Module 3 Unit 2</b> Pupils will learn to apply the principles of Catholic Social</p>
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I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

**Life to the full – Module 1 Unit 1**

We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!

That human beings are different to other animals;  
About the unique growth and development of humans, and the changes that girls will experience during puberty;  
About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;  
The need for modesty and appropriate boundaries.  
That human beings are different in kind to other animals;  
About the unique growth and development of humans, and the changes that boys will experience during puberty;  
How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.

Teaching to current issues. Pupils will find ways in which they can spread God's love in their community.