

Themed days/ weeks Values British 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.
Diocesan 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"> 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. (UW – people, culture and communities) 	<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. Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan!	<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 That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like	<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 The importance of being close to and trusting of ‘special people’ and telling them is something is troubling them <u>You’ve got a friend in me:</u>	<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 <u>Feeling poorly:</u> 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	<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. <u>Living in the wider world (Module 3 Unit 2)</u> <u>Me, You, Us:</u>

<p>Heads, shoulders, knees and toes:</p> <p>Our bodies are good and made by God</p> <p>The names of the parts of the body (not genitalia)</p> <p>Ready, Teddy?:</p> <p>That our bodies are good and we need to look after them</p> <p>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p> <p>Anti-bullying week:</p> <p>ELG:</p> <ul style="list-style-type: none"> • 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) 	<p>Jesus</p> <p>Life cycles (Module 1 Unit 4)</p> <p>Growing up:</p> <p>That there are natural life stages from birth to death, and what these are</p> <p>Eafety day</p> <p>ELG:</p> <ul style="list-style-type: none"> • 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) 	<p>How their behaviour affects other people and that there is appropriate and inappropriate behaviour</p> <p>The characteristics of positive and negative relationships</p> <p>About different types of teasing and that all bullying is wrong and unacceptable</p> <p>Forever friends:</p> <p>To recognise when they have been unkind to others and say sorry.</p> <p>That when we are unkind, we hurt God and should say sorry.</p> <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"> • 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) 	<p>them and gifted them to us.</p> <p>People who help us:</p> <p>There are lots of jobs designed to help us.</p> <p>Paramedics help us in a medical emergency.</p> <p>First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p> <p>ELG:</p> <ul style="list-style-type: none"> • 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) 	<p>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</p> <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</p> <p>About what harms and what improves the world in which they live</p> <p>Healthy week</p> <p>ELG:</p> <ul style="list-style-type: none"> • 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)
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<p>Year 1 and 2</p>	<p>Relationships 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>Esafety 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>MCE week 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>Anti-bullying week Relationships 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>Life to the full – Module 1 Unit 1 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>Esafety day 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>Life to the full – Module 1 Unit 2 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>Health and well-being/relationships 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>Life to the full – Module 1 Unit 3 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>Living in the wider world I know what can be harmful to the environment. I know some ways to look after my environment.</p> <p>Life to the full – Module 1 Unit 4 Children will know and appreciate that there are natural life stages from birth to death, and what these are.</p> <p>Life to the full – Module 3 Unit 1 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>Life to the full – Module 3 Unit 2 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 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>Healthy week 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>Other faiths I can identify and respect differences and similarities between people.</p>
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<p>Year 3 and 4</p>	<p>Relationships 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>E-safety 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>MCE week (Living in the wider world) 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>Life to the full – Module 1 Unit 1 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.</p>	<p>Anti-bullying week Relationships 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>Health and well-being 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>E-safety day 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>Life to the full – Module 1 Unit 2 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>Relationships/Health and well-being 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>Journey in love Year 4 – block</p>	<p>Living in the wider world 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>Life to the full – Module 1 Unit 4 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>Living in the wider world 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>Healthy week 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>Other faiths</p> <p>Life to the full – Module 3 Unit 1 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>Life to the full – Module 3 Unit 2 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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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>Year 5 and 6</p>	<p>Relationships 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 resolve differences, looking at alternatives, making decisions and explaining choices. I understand that abuse in relationships is against the law and know where people can go for help in this situation. I can identify positive ways to face new challenges. I can identify positive things about myself and my achievements and set personal goals. I can confidently discuss things I like and dislike.</p> <p>Esafety I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school. I know that some websites are age restricted e.g. gambling sites. 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>MCE week 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. I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>Life to the full – Module 1 Unit 1</p>	<p>Anti-bullying week 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>Health and well-being I know basic emergency aid procedures and where to get help e.g. calling the emergency services. I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences. 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. I know how to make informed healthy lifestyle choices and to be self-disciplined. I can recognise some signs of early illness e.g. fatigue and weight loss. 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>Esafety day 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>Life to the full – Module 1 Unit 2 Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc). That human beings are different to other animals;</p>	<p>Relationships/Health and well-being 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>Life to the full – Module 1 Unit 3 To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky. Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; 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. The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images</p>	<p>Living in the wider world 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>Life to the full – Module 1 Unit 4 How a baby grows and develops in its mother's womb. Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse; The Christian viewpoint that sexual intercourse should be saved for marriage. About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation.</p>	<p>Living in the wider world ENTERPRISE WEEK I know what is deducted from earnings and why. I can differentiate between manageable and unmanageable debt. I understand that money we earn also supports the local and wider community. I understand different ways of keeping track of my money. I am able to 'read' and check pay slips, bank statements etc. I understand who and where I can go to borrow money.</p> <p>CAFOD Healthy week/RSE I understand simple, safe routines to prevent the spread of bacteria and viruses. I understand the impact of unsafe exposure to the sun.</p> <p>Other faiths 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>Life to the full – Module 3 Unit 1 Children will know that God is Trinity - a community of persons Children will know that the Church is the Body of Christ – 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>Life to the full – Module 3 Unit 2 Pupils will learn to apply the principles of Catholic Social Teaching to current issues. Pupils will find ways in which they</p>
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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!

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.

can spread God's love in their community.