

(PHSE, RSE, Catholic Social Teaching) - Personal Development Curriculum Map

Advent 1

Race (Prevent) / Harmful Sexual Behaviour Focus

Plus firework safety here: [10/10 Out and About: Fireworks](#)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities 'Try new things'
Nursery	<u>10/10</u> <u>Made with love</u>	<u>Blue's best friend</u>	<u>Class virtue</u> <u>Kindness</u> What is Kindness? Why is it important? Who should we show kindness to?	<u>CST</u> <u>Human Dignity</u> 'Everyone is special' Ways we show kindness to other people.	<u>10/10</u> <u>Heads, Shoulders, Knees and toes</u> Exploring their own bodies and movements	<u>10/10</u> <u>I am me</u> Exploring what makes you special.	Try different fruit at snack times. Try new foods at lunchtime. Try and play with a new friend. Play in an area you don't usually play in.
Sticky Knowledge	To know that we are made from love	To know how important friendship is.	To understand ways to show kindness.	To know that everyone is special.	To know that you are made by God.	To know that you are unique.	
Key Vocabulary	Love creation	Friendship	Kindness	Dignity unique	God-given	Unique special	
Rec	<u>10/10</u> <u>New people, new places – watch the Classroom Short entitled 'What was</u>	<u>1 DECISION</u> <u>Story - Pink goes to school</u> <u>Dilemma Red plays with the ball</u>	<u>CARITAS / 10/10</u> Caritas – The Dignity of the Human Person – God made me and loves me very much p17	<u>10/10</u> <u>New people, new places – watch the Classroom Short entitled 'God never changes'</u>	<u>1 DECISION</u> <u>Blue learns to share</u> <u>This is sharing or not sharing game</u>	<u>CARITAS</u> Caritas – The Dignity of the Human Person – God made me and my friends	Play with someone different. Choose to play somewhere else

	<u>it like?’ and ‘My Classroom’</u> <i>Character trait: Try new things</i>	<i>Character trait: Try new things</i>	But do this through 10/10 Module 1 Unit 2 <u>I am me</u> <i>Virtue: Class virtue focus</i>	<i>Virtue: Class virtue focus</i> <i>Character trait: Try new things</i>	<u>FBV – Mutual respect and tolerance</u> <i>Character trait: Try new things</i>	very beautiful p17 Explore this by using also the Equaliteach book ‘Our Skin, a first conversation about race’ by Megan Maddison. <u>Our skin</u> <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Race</i>	in continuous provision.
Sticky Knowledge	To be able to talk about likes and dislikes. Similarities and differences.	To know how to treat our friends	To know what makes you different	To understand God’s love for us	To know it is good to share	To understand ways, we can be different	
Vocabulary	Difference environment	Friendship share	<u>Dignity love</u>	Unconditional love	Sharing friendship	Race difference	
Year 1/2 Cycle A	10/10 <u>I am unique</u> <u>FBV – Mutual respect and tolerance</u>	<u>EQUALITEACH</u> Focus on racial equality ‘My world, your world’ story book by Melanie Walsh <u>FBV – Mutual respect and</u>	<u>CARITAS</u> The Dignity of the Human Person – God loves us equally as his children p23 <u>FBV – Mutual respect and tolerance</u>	10/10 <u>Who is my neighbour?</u> <u>FBV – Mutual respect and tolerance</u>	<u>EQUALITEACH</u> Focus on racial equality ‘My friend Jamal’ story book by Anna McQuinn	<u>EQUALITEACH</u> Read ‘The Same but different’ – share the picture book and discuss difference by Molly Potter	Try a new food at lunch time. Play with a new friend. Play with a different toy (link to History topic).

		<u>tolerance</u> <i>Protected characteristics: Race</i>			<u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Race: Race</i>	(Ensure difference is discussed and celebrated) <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Various</i>	
Sticky Knowledge	To know I am loved and special	To understand some of the differences in the world.	To know God loves us no matter what	To recognise our neighbour	To understand some of the differences in the world.	To understand some of the differences in the world.	
Vocabulary	Unique respect	Race Equality	Human Dignity	Neighbour love	Race equality	Similarities differences	
Year 1/2 Cycle B	10/10 <u>Change is all around</u> plus <u>classroom shorts</u> – Super Suit <i>Character Trait: Try new things</i>	10/10 <u>Beginnings and endings</u> plus <u>classroom shorts</u> – Change and grow <i>Character Trait: Try new things</i> <i>Virtue: Class virtue focus</i>	10/10 <u>Needs and Wants</u> and accompanying classroom short <u>‘Want or need?’</u> <u>FBV – Mutual respect and tolerance</u>	<u>EQUALITEACH</u> Reject Racism ‘Universal Values’ Intro the British value of Mutual respect and tolerance of those with different faiths and beliefs Hats of faith continued	<u>EQUALITEACH</u> Read ‘The Romanian Builder’ by Peter Prendergast Joe had so many questions for the new builder: Which tool was the most important? What if you were afraid of heights? How do you put scaffolding together? He is	<u>CARITAS</u> Caritas – The Dignity of the Human Person – Loving each other makes us strong. P25 <i>Virtue: Class virtue focus</i>	Try a new skill in PE. Choose a book to take home that you wouldn’t usually choose. Try a new after school club.

				<u>FBV – Mutual respect and tolerance</u> <i>Virtue: Class virtue focus</i> <i>Character trait: Try new things</i> <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Religion</i>	really disappointed when he finds out that Radu doesn't speak any English. Now he will never find out about building – or will he? <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Race/EAL</i>		
Sticky knowledge	To understand ways you will change and grow	To understand ways you will change and grow	To know the difference between needs and wants	To understand what is racism?	To understand ways that people are different.	Know that loving each other makes us stronger	
Vocabulary	Change grow	Change Grow	Needs wants	Racism rejection	Race equality	Human dignity	
Year 3/4 Cycle A	<u>EQUALITEACH</u> Read 'My world, your world' and complete a short activity about celebrating difference. (Equaliteach) <u>FBV – Mutual respect and tolerance</u>	<u>EQUALITEACH</u> Read 'Nadia's hands' by Karen English (book about Asian culture) <u>FBV – Mutual respect and tolerance</u>	<u>10/10</u> <u>Y3: Respecting our bodies</u>	<u>10/10</u> <u>Year 4: What is puberty?</u>	<u>1 DECISION Touch</u> <i>Looks at appropriate and inappropriate touch and enables children to explore who they can talk to if they are uncomfortable)</i>	<u>1 DECISION (1 decision) Touch</u> <i>Looks at appropriate and inappropriate touch and enables children to explore who they can talk to if they are uncomfortable)</i>	Try to play in a different area during OPAL. Try a new after school club.

	<i>Protected characteristics: Various</i>	<i>Protected characteristics: Race and Religion</i>			(Relationships 5-8)	(Relationships 5-8)	
Sticky Knowledge	To know and understand ways we are different	To know and understand ways we are different	To understand What is puberty?	To understand What is puberty?	To know what is and isn't appropriate when it comes to touch	To know what is and isn't appropriate when it comes to touch	
Vocabulary	Difference celebrate	Culture Asian	Puberty change	Puberty change	Appropriate inappropriate	Appropriate inappropriate	
Year 3/4 Cycle B	<p>10/10 We don't have to be the same</p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Various</i></p>	<p><u>EQUALITEACH</u> Read 'My Friend, Jamal' and discuss and celebrate the differences</p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Race</i></p>	<p>10/10 Y3: Respecting our bodies</p>	<p>10/10 Year 4: What is puberty?</p>	<p>1 DECISION Relationships appropriate touch</p>	<p>1 DECISION Relationships appropriate touch</p> <p>Try to sit with someone different at lunch.</p> <p>Try to take part in a new hobby.</p>	
Sticky Knowledge	To know and understand ways we are different	To know and understand ways we are different	To understand What is puberty?	To understand What is puberty?	To know what is and isn't appropriate when it comes to touch	To know what is and isn't appropriate when it comes to touch	
Vocabulary	Difference respect	Race equality	Puberty Change	Puberty change	Appropriate inappropriate	Appropriate inappropriate	
Year 5/6 Cycle A	<u>EQUALITEACH</u>	<u>EQUALITEACH</u>	<u>CARITAS</u>	<p>10/10 Types of Abuse</p>	<p>10/10 Types of Abuse</p>	10/10	

	<p>https://equaliteach.co.uk/downloads/EqualiTeach-Universal-Values.pdf</p> <p>Ahmed's story – p82-3 of Equaliteach</p> <p>Ask the young people to work in groups on their table. Hand out copies of the story cards. Ask the young people to read through the story cards and put them in order. Go through the order of their stories with them, stopping after some of the cards to facilitate a discussion about what they think will happen next or what Ahmed could do about his treatment:</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Race and Religion</i></p>	<p>https://equaliteach.co.uk/downloads/EqualiTeach-Universal-Values.pdf</p> <p>Ahmed's story – p82-3 of Equaliteach</p> <p>Ask the young people to work in groups on their table. Hand out copies of the story cards. Ask the young people to read through the story cards and put them in order. Go through the order of their stories with them, stopping after some of the cards to facilitate a discussion about what they think will happen next or what Ahmed could do about his treatment:</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Race and Religion</i></p>	<p>Caritas – The Dignity of the Human Person – Each person is unique and irreplaceable – everyone matters p28</p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Various</i></p>	<p>PLEASE STOP BEFORE YOU GET TO THE OPTIONAL SESSION FGM WITHIN SESSION 3</p>	<p>PLEASE STOP BEFORE YOU GET TO THE OPTIONAL SESSION FGM WITHIN SESSION 3</p>	<p><u>Types of Abuse classroom shorts – Marriage can't be forced, Against the law (honour based violence and human trafficking)</u></p> <p><u>FBV – Mutual respect and tolerance and Rule of Law</u></p> <p><i>Protected characteristics: Religion, Race, Gender, Marriage</i></p>	<p>-Try a new activity at lunch time (sport)</p> <p>-Apply to be a Chaplain/ Sports lead etc.</p> <p>-learn some new Spanish vocabulary.</p> <p>-Take part in a house event.</p>
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Sticky Knowledge	Know ways to identify and combat discrimination	Know ways to identify and combat discrimination	To know we are all special and irreplaceable	To distinguish between different types of abuse	To distinguish between different types of abuse	To understand forced marriage an human trafficking	
Vocabulary	Equality respect	Equality respect	Irreplaceable unique	Abuse Physically Emotional neglect	Abuse Physically Emotional neglect	Trafficking abuse	
Year 5/6 Cycle B	<p><u>EQUALITEACH</u> Read 'My Dad, the Hero'</p> <p>Story on equalities focussing on EAL/Race and that the dad's super power is the fact that he can speak another language</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Race/EAL</i></p>	<p><u>10/10 Under Pressure</u></p> <p><u>FBV – Individual liberty and Rule of law</u></p>	<p><u>10/10 Under Pressure</u></p> <p><u>FBV – Individual liberty and Rule of law</u></p>	<p><u>10/10 Do you want a piece of cake?</u> CONSENT</p> <p><u>FBV – Individual liberty and Rule of law</u></p>	<p><u>10/10 Do you want a piece of cake?</u> CONSENT</p> <p><u>FBV – Individual liberty and Rule of law</u></p>	<p>Caritas – The Dignity of the Human Person – People matter more than possessions. p 29</p>	<p>-Try a new activity at lunch time (sport)</p> <p>-Apply to be a Chaplain/ Sports lead etc.</p> <p>-learn some new Spanish vocabulary.</p> <p>-Take part in a house event.</p>
Sticky Knowledge	To understand ways in which we are different	To recognise how pressure makes us feel	To understand peer pressure	To understand what body autonomy is	To know it is ok to say no	Know there is more important things in life than possessions	
Vocabulary	Equality respect	Peer Pressure Body autonomy	Peer Pressure Body autonomy	Peer Pressure Body autonomy	Peer Pressure Body autonomy	Human dignity	

Advent 2

Anti-Bullying Week (Usually 2nd or 3rd week of November) / Continued Harmful Sexual Behaviour Focus / Equalities: Disability

All classes to celebrate UK Parliament Week (Usually 1st or 2nd week in November) [Parliament Resource](#)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities 'Push yourself'
Nursery	<u>Firework Safety</u>	1 Decision <u>Red needs the toilet</u>	1 Decision <u>Orange feels worried</u> Exploring emotions <i>Character Trait: Push Themselves</i>	<u>CST Rights and Responsibilities</u> How do we show kindness to others? <i>Virtue: Class virtue focus</i>	EQUALITEACH Read 'Hudson hates school' Discuss why Hudson is different and finds school difficult <i>Protected characteristics - Disability</i>	<u>10/10</u> <u>I like, you like, we all like</u>	Support children in areas they feel less comfortable in e.g climbing, riding a bike. Gradually reduce level of support. Support children in getting dressed and putting on shoes independently.
Sticky Knowledge	To know how to stay safe on bonfire night	To recognise our physical needs	To know how to deal with worry	Know how to show kindness to others	To know and understand ways we are different	To talk about what you like and dislike	
Vocabulary	Danger safety	Toilet Wash hands	Feelings emotions	Kindness action	Different feelings	Likes dislikes	
Rec	<u>10/10</u> <u>Heads Shoulders Knees and Toes (HSB)</u>	Anti Bullying lessons during RE <u>10/10</u> Module 2, Unit 2 Session 2 <u>You've</u>	<u>CARITAS</u> Solidarity and the common good – We are all friends p101	<u>10/10</u> <u>Ready Teddy</u> (Healthy lifestyle decisions)	NSPCC Pants rule materials https://www.nspcc.org.uk/keeping-children-safe/support-for-	<u>CARITAS</u> Solidarity and the common good – We play together in love and peace p102	Try a new healthy food. Make up a new game to play with others.

		<p><u>got a friend in me</u></p> <p>10/10 Module 2, Unit 2 Session 3 <u>Forever friends</u></p> <p><u>1 DECISION</u> <u>Story: Blue's best friend</u></p> <p><u>Blue would like to play with red and yellow but isn't sure how to play the game. What can we do to help?</u></p> <p>Story: <u>Why does purple play differently to us?</u> Talking and Sorting Cards: <u>Discuss photos which may help children on the autistic spectrum.</u> Dilemma/Scenario: <u>Green dilemma drop – Pink often wears headphones because of noise, Green is</u></p>	<p><i>Virtue: Class virtue focus</i></p>	<p><i>Character Trait: Push Themselves</i></p>	<p><u>parents/pants-underwear-rule/</u></p>	<p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	
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		<p><u>confused by this. How can we help Green understand?</u></p> <p>Story: <u>Green gets glasses</u></p> <p>Dilemma/Scenario: <u>Worrying and adjusting to change – worrying about what your friends might say about your new glasses.</u></p> <p>Equalities: Disability <i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Disability</i></p>					
Sticky Knowledge	To know that privates are private	To recognise bullying and what you should do.	To recognise we are all friends	To know the safe way to use simple devices	To know that privates are private	To understand our responsibility to others in the world	
Vocabulary	Body	Bullying	Common	Internet	Body	Common good	

	privates	equality	good	safe	private	responsibility	
Year 1/2 Cycle A	<p>10/10 Girls and boys First Half</p> <p><i>Protected characteristics: Gender</i></p>	<p>DURING RE LESSONS IN ANTIBULLYING WEEK 1 Decision Friendship (Relationships)</p> <p>Blue learns to share</p> <p>10/10 What is the internet</p> <p>Playing online</p> <hr/> <p>PHSE/RSE SLOT (10/10) Unit 1: Session 2 Girls and boys Second Half</p> <p><i>Virtue: Class virtue focus</i></p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Gender</i></p>	<p>Revisit of NSPCC Pants rule materials https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p>	<p>10/10 Good and bad secrets</p>	<p>EQUALITEACH Read 'What happened to you?' by James Catchpole Focus on physical disability (amputee)</p> <p><i>Virtue: Class virtue focus</i></p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Disability</i></p>	<p>EQUALITEACH Freddie and the Fairy - Storybook</p> <p>Equalities: Disability (Hearing)</p> <p><i>Virtue: Class virtue focus</i></p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Disability</i></p>	<p>Button your shirt without support.</p> <p>Write the date and title independently.</p> <p>Read at least 3 times to your adult at home.</p>
Sticky Knowledge	To understand the similarities and differences	To explore friendships and ways to behave.	To know that privates are private	To know that privates are private	To understand that we are all different	To understand that we are all different	

	between boys and girls	To understand the similarities and differences between boys and girls					
Vocabulary	Emotions physical	Emotions Physical Friendship Relationship	Body privates	Body privates	Equality respect	Equality respect	
Year 1/2 Cycle B	<p><u>EQUALITEACH</u> 'Happy butterfly' by Pippa Goodheart</p> <p>Focus discussion on physical disability (wheelchair user)</p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Disability</i></p>	<p><u>DURING RE LESSONS IN ANTI BULLYING WEEK AND IN PHSE/RSE/CST SLOT</u></p> <p><u>1 Decision Bullying (Relationships)</u></p> <p><u>Online Bullying (Computer Safety)</u></p> <p><u>Image Sharing (Computer Safety)</u></p> <p><u>Computer Safety Documentary (Computer Safety)</u></p> <p><u>10/10 Real life online</u></p>	<p><u>CARITAS</u> Solidarity and the common good – We build together a community of peace p106</p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>CARITAS</u> Solidarity and the common good</p> <p>We celebrate together P106</p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>1 Decision Body Language (Relationships)</u></p>	<p><u>10/10 Super Susie Gets Angry</u></p>	<p>Learn to tie shoelaces.</p> <p>Learn to tie your tie.</p> <p>Practice your spellings every night.</p>

		<u>Rules to help us</u> <i>Virtue: Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u>					
Sticky Knowledge	To understand that we are all different	To explore friendships and ways to behave. Know how to stay safe online.	To know ways we can all work together for peace	To know ways we can all work together for peace	To know how to share emotions safely	To know how to share emotions safely	
Vocabulary	Equality disability	Emotions Safety Sharing online	Solidarity Common good	Solidarity Common good	Emotions feelings	Emotions feelings	
Year 3/4 (Cycle A)	<u>10/10</u> <u>What am I feeling?</u>	<u>1 DECISION</u> <u>Online Bullying (Computer Safety)</u> <i>Virtue: Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u>	<u>CARITAS</u> Rights and responsibilities– Barriers to happiness	<u>10/10</u> <u>I am thankful</u>	<u>EQUALITEACH</u> Freddie and the High Flying Kick book to be read - Meet Freddie, a young boy who loves to play football, has a brother called Frankie and a frame to help him walk. At school Freddie is	<u>CARITAS</u> Rights and responsibilities– Finding happiness with each other P137 <i>Virtue: Class virtue focus</i>	Spend 10 minutes every night on TTRS Write a book review about something you have read.

					<p>often excluded from games at break time; the other children don't know how to include him and this makes him sad. Luckily, Frankie and the Super siblings Gang visit the school to show the children what to do and the importance of inclusion.</p> <p>Equalities: Disability (Physical)</p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Disability</i></p>	<u>FBV – Mutual respect and tolerance</u>	
Sticky Knowledge	To understand how to stay emotionally healthy	To understand the negative ways that the internet is used.	To understand our rights and responsibilities	To recognise the correct and incorrect behaviour.	To understand ways that we are different.	To understand our rights and responsibilities	
Vocabulary	Emotions health	Online Bullying harassment	Rights responsibilities	Emotion Health actions	Disability equality	Rights responsibilities	
Year 3/4 (Cycle B)	10/10 <u>What am I looking at?</u>	1 Decision <u>Making friends online</u>	<u>CARITAS</u> Rights and responsibilities~	10/10 <u>Lifecycles</u>	<u>EQUALITEACH</u> Different – A great thing to be!	<u>CARITAS</u> Rights and responsibilities~	Push yourself to learn all your multiplications.

		<u>(Computer safety)</u> <i>Virtue: Class virtue focus</i>	Helping each other make the right choices P 137 <i>Virtue: Class virtue focus</i> <u>FBV – Individual Liberty</u>		Book to read and discuss Equalities: Disability (Down's syndrome) <i>Virtue: Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Disability</i>	Fair shares for all p138 <i>Virtue: Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Disability</i>	Push yourself to exercise for 30 minutes every day.
Sticky knowledge	To understand how media is used to share messages	To understand age restrictions on line and the reasons behind them	To understand our rights and responsibilities	To understand the human lifecycles from conception	To understand ways that we are different	To understand our rights and responsibilities	
Vocabulary	Internet Television Online platforms	Restrictions Online safety	Rights responsibilities	<u>Life cycle conception</u>	Disability equality	Rights responsibilities	
Year 5/6 (Cycle A)	<u>EQUALITEACH</u> The Superhero Brain – Explaining autism to empower kids	<u>Anti-Bullying Week</u> <u>1 Decision</u> <u>DURING RE LESSONS and PSHE LESSONS</u>	<u>10/10</u> <u>Sharing isn't always caring</u> <u>Plus classroom short – content consumers</u>	<u>10/10</u> <u>Gifts and talents</u>	<u>10/10</u> <u>Girls bodies</u> <u>Boys bodies</u> (Split gender groups)	<u>CARITAS</u> Option for the poor and vulnerable – Why are some parts of our area richer or poorer than others?	-Push yourself to speak out in class during a debate. -to share a new method you have learnt in maths. -to try a new activity at home or school.

	<p>Book to read and discuss neurodiversity and how this might present / how to be inclusive</p> <p>DISABILITY FOCUS – ASD – Sensory needs</p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Disability</i></p>	<p><u>1 DECISION</u> <u>Image sharing (computer safety)</u></p> <p><u>1 DECISION</u> <u>Making friends online (Computer safety)</u></p> <p><u>10/10</u> <u>Self Talk</u></p> <p><i>Character trait: Push yourselves</i></p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><i>Character trait: Push yourselves</i></p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>			<p>P171</p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Individual Liberty</u></p>	
Sticky Knowledge	To understand ways that we are different	To understand ways to stay safe online	To understand the sensible use of sharing online	To know how we change as we grow and mature	To understand the changes to girls and boys bodies during puberty	To understand that some people are more vulnerable than others	
Vocabulary	Sensory Autism Neuro diversity	Sharing consent	Sharing consent	Maturity Feelings	Subject specific vocabulary linked to girls or boys	Vulnerability poor	
Year 5/6 (Cycle B)	<p><u>EQUALITEACH</u></p> <p>Read, 'He's not naughty' by</p>	<p><u>Anti-Bullying Week</u></p> <p><u>1 Decision</u></p> <p><u>10/10</u></p> <p><u>Cyberbullying</u></p>	<p><u>10/10</u></p> <p><u>Body Image</u></p>	<p><u>10/10</u></p> <p><u>Body Image</u></p>	<p>Y5</p> <p><u>10/10</u></p> <p><u>Gifts and talents</u></p>	<p><u>10/10</u></p> <p><u>Girls bodies</u></p> <p><u>Boys bodies</u></p> <p>(Split gender groups)</p>	<p>-Push yourself to speak out in class during a debate.</p> <p>-to share a new method you have learnt in maths.</p>

	<p>Deborah Brownson</p> <p>Book to read and discuss the need for inclusion and understanding</p> <p>Equalities: Disability – ASD</p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Disability</i></p>	<p><u>1 DECISION</u> <u>Inclusion and acceptance</u> <u>10/10</u> <u>Build others up</u> (Equality act, protected characteristics)</p> <p><i>Character trait: Push yourselves</i></p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Various</i></p>	<p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>			<p>-to try a new activity at home or school.</p>
Sticky Knowledge	<p>To understand ways that we are different.</p>	<p>To understand the importance of the way we treat those around us.</p>	<p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p>	<p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p>	<p>To know how we change as we grow and mature</p>	<p>To understand the changes to girls and boys bodies during puberty</p>	

Vocabulary	Disability ASD inclusion	Equality Respect relationships	Envy inadequacy	Envy inadequacy	Maturity Feelings	Subject specific vocabulary linked to girls or boys	
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Lent 1

Focus on British Values and Gender Equality

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities 'Improve' and 'Work hard'
Nursery	<p><u>Equaliteach</u> Read 'The Flying Diggers' by Julia Hubery</p> <p>Protected characteristic - gender</p>	<p><u>1 Decision</u> <u>Pink feels sad</u> Exploring emotions</p>	<p>10/10 <u>Safe inside and out</u></p> <p>NSPCC – PANTS</p> <p><u>FBV – Individual Liberty</u></p>	<p>10/10 <u>Safe inside and out</u></p> <p>NSPCC – PANTS</p> <p><u>FBV – Individual Liberty</u></p>	<p><u>CST</u> Options for the poor</p> <p>How do we show Kindness to the poor?</p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>1 decision</u> <u>Green Dilemma drops</u></p> <p><u>What should green do?</u></p>	<p>Challenge children to make improvements to their creations e.g artwork, construction area. Ask questions and model new ideas to improve.</p> <p>Working hard in group focus sessions.</p> <p>Holding longer focus during carpet times.</p>

Sticky Knowledge	To understand ways that we are different	Understand ways to deal with your emotions	To understand that privates are private	To understand that privates are private	Know ways to show kindness to others	Understand ways to deal with your emotions	
Vocabulary	Gender differences	Emotions sadness	PANTS Safety	PANTS Safety	Poverty kindness	Emotions anger	
EYFS	<p><u>10/10</u> <u>- I like, you like, we all like!</u></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Various</i></p>	<p><u>1 DECISION</u> Story: <u>Blue explores road safety</u> Talking and Sorting Cards: – <u>Blue is playing tennis in the park. The ball goes out on to the road. What can blue do?</u> Dilemma/Scenario: <u>Road safety –</u></p> <p><u>FBV – Rule of Law</u></p>	<p><u>CARITAS</u> Caritas – Option for the poor and vulnerable – God's gifts are for everyone</p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Individual Liberty</u></p>	<p><u>10/10</u> <u>All the feelings</u></p>	<p><u>1 DECISION</u> Story: <u>Green's Daddy moves out</u> <u>Pink misses mummy</u></p>	<p><u>CARITAS</u> Caritas – Option for the poor and vulnerable – Learning to share our toys and food with our friends so that everybody has enough</p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Individual Liberty</u></p>	<p>Try sharing a piece of fruit fairly with someone else.</p> <p>Try painting a picture to show different emotions.</p>
	To understand we all have different likes and dislikes	Understand ways to keep yourself safe.	To understand the importance of sharing with each other	To recognise different feels and how they make us feel.	Understand ways to deal with your emotions	To understand the importance of sharing with each other	
	Likes Dislikes respect	Road safety	Sharing Kindness poverty	Sad Happy Angry excited	Emotions Sadness loneliness	Sharing Kindness poverty	
Year 1/2 Cycle	<u>EQUALITEACH</u>	<u>EQUALITEACH</u>	<u>CARITAS</u>	<u>10/10</u> <u>Special People</u>	<u>1 DECISION</u>	<u>CARITAS</u>	Try to improve your

A	<p>'I could be, you could be' – by Karen Owen and Barroux – Focus on gender equality and careers</p> <p><i>Character trait: Improve/Work Hard</i></p> <p><i>Virtue: Service</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>	<p>'Pass it Polly' – by Sarah Garland – Gender equality focus Link to FBV – Mutual respect and tolerance</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>	<p>Option for the poor and vulnerable – Some of God's family have plenty of food, toys and clothes. Some don't. p157</p>	<p><i>Character trait: Improve/Work Hard</i></p> <p><i>Virtue: Class virtue focus</i></p>	<p><u>Helping someone in need</u></p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>Option for the poor and vulnerable – Exploring the feelings of those who have plenty and those who have little. P157</p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>handwriting in all subjects.</p> <p>Try to improve the quality of your drawings in all subjects.</p> <p>Complete all of your work.</p>
Sticky Knowledge	To understand ways that we are different	To understand ways that we are different	To know it is important to share the World's resources fairly.	To know we have people around us who love us and are there to help us.	To know ways we can help in the community.	To know it is important to share the World's resources fairly.	
Vocabulary	Gender equality	Gender equality	Poverty responsibility	Trusted Loved help	Community Assist care	Poverty responsibility	
Year 1/2 Cycle B	<p><u>EQUALITEACH</u></p> <p>Read 'Kave Tina Rox' and talk about gender stereotypes - Link to FBV – Mutual respect and tolerance</p>	<p><u>EQUALITEACH</u></p> <p>Read and discuss 'Dogs don't do ballet' in relationship to gender expectations – please see p61</p>	<p><u>EQUALITEACH</u></p> <p>Read 'The Worst Princess' and talk about gender stereotypes - Link to FBV – Mutual respect and tolerance</p>	<p><u>1 DECISION</u></p> <p><u>Helping someone in need</u></p> <p>(Being responsible)</p> <p><i>Character trait: Improve/Work Hard</i></p>	<p><u>CARITAS</u></p> <p>Option for the poor and vulnerable – Working together to make our family happy.</p>	<p><u>CARITAS</u></p> <p>Option for the poor and vulnerable – Who needs our help? How can we help? p168</p>	<p>Become more independent and edit work.</p> <p>Join your handwriting.</p>

	<p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>	<p>https://equaliteach.co.uk/downloads/EqualiTeach-Outside-The-Box.pdf</p> <p>After reading and discussing the book, solicit unfair ideas and expectations that the class are aware of about boys and girls, such as 'girls can't play football', 'boys can't wear pink' etc. Agree that these ideas are false, unfair and can hurt people's feelings. Invite the young people to draw their own story book inspired by Biff's story, using the unfair ideas on the board as book titles</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>	<p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>	<p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Individual Liberty</u></p>	<p>Exploring justice and fairness. p168</p> <p><i>Character trait: Improve/Work Hard</i></p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><i>Character trait: Improve/Work Hard</i></p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>Help someone with their work.</p>
Sticky Knowledge	To understand ways that we are different	To understand ways that we are different	To understand ways that we are different	To know ways we can help in the community	To know it is important to share the World's resources fairly.	To know ways we can help those around us who need our help	
Vocabulary	Gender equality	Gender equality	Gender equality	Love Care assist	Poverty responsibility	Care Love responsibility	

<p>Year 3/4 (Cycle A)</p>	<p><u>10/10</u> <u>Y3: Jesus my friend</u> ----- <u>Y4: Changing bodies</u></p>	<p><u>10/10</u> Y3: <u>The Sacraments</u> ----- Y4: <u>Changing bodies</u> including <u>session 5</u> <u>Male/Female Discussion groups</u> <u>Anti-Bullying Week</u> 10/10 <u>When things feel bad (Bullying)</u> <u>Sharing online</u> <u>Chatting online</u> <u>FBV – Mutual respect and tolerance, Rule of Law and Individual Liberty</u> <i>Protected characteristics: Gender</i></p>	<p><u>EQUALITEACH</u> https://equaliteach.co.uk/downloads/ Use Catholic Social Teaching to challenge ideas younger pupils may have about what boys, girls, men and women 'can't' or 'should' do....Tell the class that they will now have a chance to learn about a real-life weightlifter. Introduce the role model (in the case of the weightlifter, Amna Al Haddad) Facilitate a discussion about young peoples' responses to the real-life role model. <i>Character trait: Improve/Work Hard</i> <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Gender</i></p>	<p><u>EQUALITEACH</u> <u>Continuation of P63</u></p>	<p><u>EQUALITEACH</u> <u>P64 of Equaliteach</u> Space invaders activity linked to gender stereotypes Equality: Gender <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Gender</i></p>	<p><u>EQUALITEACH</u> <u>Continuation of P64 of Equaliteach</u> Space invaders activity linked to gender stereotypes <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Gender</i></p>	<p>Make sure you are using a ruler for all your dates and titles Try to join all your handwriting and work towards a pen licence.</p>
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Sticky Knowledge	To begin to understand the changes we will go through as we get older.	To begin to understand the changes we will go through as we get older. Know how to be safe when using the internet.	To understand that stereotypes are wrong. Understand ways in which we are different	To understand that stereotypes are wrong. Understand ways in which we are different	To understand that stereotypes are wrong. Understand ways in which we are different	To understand that stereotypes are wrong. Understand ways in which we are different	
Vocabulary	Changes Emotions relationships	Changes Emotions relationships	Equality Stereotype gender	Equality Stereotype gender	Equality Stereotype gender	Equality Stereotype gender	
Year 3/4 (Cycle B)	<p>10/10 <u>Y3: Jesus my friend</u></p> <p>----- <u>Y4: Changing bodies</u></p>	<p>10/10 Y3: <u>The Sacraments</u></p> <p>----- Y4: <u>Changing bodies</u> including <u>session 5</u> <u>Male/Female Discussion groups</u></p> <p><u>Anti-Bullying Week</u> 10/10 <u>When things feel bad (Bullying)</u></p> <p><u>Sharing online</u></p> <p><u>Chatting online</u></p> <p><i>Character trait: Improve/Work Hard</i></p> <p><i>Values: Service</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>1 DECISION <u>worry</u></p> <p><i>Character trait: Improve/Work Hard</i></p>	<p>1 DECISION <u>Anger</u></p> <p><i>Character trait: Improve/Work Hard</i></p>	<p><u>EQUALITEACH</u> Read 'Pass it Polly'</p> <p>Read and discuss gender stereotypes</p> <p>Equality: Gender Equality</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>	<p><u>EQUALITEACH</u> Creating posters to showcase how you can be whatever you want to be linked to the gender equality theme</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>	<p>-Complete a full page of independent writing on a Star Write.</p> <p>-Complete a piece of work that is neat enough for the display board.</p> <p>-Spend 5 minutes completing self assessment and checking for full stops and capital letters.</p>

		<i>Protected characteristics: Gender</i>					
Sticky Knowledge	To begin to understand the changes we will go through as we get older.	To begin to understand the changes we will go through as we get older. Know how to be safe when using the internet.	To know ways to deal with worry	To know ways to deal with anger	To understand that stereotypes are wrong. Understand ways in which we are different	To understand that stereotypes are wrong. Understand ways in which we are different	
Vocabulary	Changes Emotions relationships	Changes Emotions relationships	Worry anxiety	Anger fear	Gender Equality stereotype	Gender Equality stereotype	
Year 5/6 (Cycle A)	1 DECISION British Values FBV – All	10/10 Classroom Shorts Recognise, Respond and Stereotypes (Prejudice, discrimination and protected characteristics) FBV – Mutual respect and tolerance <i>Protected characteristics: All</i>	Y5 10/10 Peculiar Feelings Y6 10/10 Seeing Stuff online (Pornography) FBV – Rule of law, individual liberty	Y5 10/10 Peculiar Feelings Y6 10/10 Seeing Stuff online (Pornography) FBV – Rule of law, individual liberty	CARITAS Solidarity and the common good – I listen to you with my ears, eyes, heart and mind p109 <i>Character trait: Improve/Work Hard</i> <i>Virtue: Class virtue focus</i> FBV – Mutual respect and tolerance	CARITAS Solidarity and the common good -We walk together as people of peace p109 FBV – Mutual respect and tolerance	-Use your purple pens to edit a piece of work before it is looked at by the teacher. -Improve your knowledge by asking an open question about a topic line of enquiry. -Improve a piece of art work by refining a new technique. (eg. Brush stroke)

Sticky Knowledge	To understand the FBV	To understand that stereotypes are wrong. Understand ways in which we are different	To know what to do when we see things we are uncomfortable with online	To know what to do when we see things we are uncomfortable with online	To know and understand that we need others around the world.	To know and understand that we need others around the world.	-Improve your handwriting and try for a pen – if you haven't already received one.
Vocabulary	Mutual respect Tolerance Democracy Law liberty	Stereotype Discrimination prejudice	Pornography Report law	Pornography Report law	Solidarity Neighbour Common good	Solidarity Neighbour Common good	
Year 5/6 Cycle B	10/10 <u>The Holy Trinity</u>	10/10 <u>The Holy Trinity</u>	Y5 10/10 <u>Peculiar Feelings</u> Y6 10/10 <u>Seeing Stuff online</u> (Pornography) <u>FBV – Rule of law, individual liberty</u>	Y5 10/10 <u>Peculiar Feelings</u> Y6 10/10 <u>Seeing Stuff online</u> (Pornography) <u>FBV – Rule of law, individual liberty</u>	10/10 <u>Emotional Changes</u>	10/10 <u>Emotional Changes</u>	
Sticky Knowledge	God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.	To know that God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.	To know what to do when we see things we are uncomfortable with online	To know what to do when we see things we are uncomfortable with online	That emotions change as they grow up (including hormonal effects)	That emotions change as they grow up (including hormonal effects)	
vocabulary	Holy Trinity	Holy Trinity	Pornography	Pornography	Hormones	Hormones	

	Father Son Holy Spirit	Father Son Holy Spirit	Report law	Report law	growth	growth	
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Lent 2 Revisit of Harmful Sexual behaviour / British Values (Mutual respect) / Equality (Celebrating other faiths)							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities Character Trait: Concentrate
Nursery	10/10 What is the internet?	10/10 Play safe online	<u>EQUALITEACH</u> Read 'My own special way' by Mithaa alKhayyat <i>Protected characteristics Gender/ Religion/Age</i>	<u>1 DECISION</u> Yellow wants to play with orange	<u>CST</u> <u>SOLIDARITY</u> Working with others <i>Virtue- Class virtue focus</i> FBV – Mutual respect and tolerance	<u>1 DECISION</u> Yellow dilemma drops Friendships	Show good sitting, looking, and listening during carpet time and small group focus sessions. Support children to stay engaged in an activity for a longer period of time.
Sticky Knowledge	To know what the internet is	To begin to understand how to be safe online	Understand ways that we are different	To know ways to deal with how we are feeling	Understand the meaning of Solidarity	To know ways to deal with how we are feeling	

Vocabulary	Internet communicate	Internet Online safety	Equality religion	Friendship feelings	Solidarity	Friendship feelings	
EYFS	<u>10/10</u> – Let's get real (Saying Sorry) <u>FBV – Mutual respect and tolerance</u>	<u>1 DECISION</u> Story: <u>Rainbow's food journey</u> Talking and Sorting Cards: <u>Food from around the world and ways in which they are eaten.</u> Dilemma/Scenario : <u>Blue has forgotten her packed lunch from home. She has never had a school dinner before and she is worried she will not like it.</u> <i>Virtue: Class virtue focus</i>	<u>CARITAS</u> Rights and responsibilities – God wants everyone to be happy, p133 <u>FBV – Individual liberty and rule of law</u>	<u>10/10</u> Session 1 – <u>Growing up</u>	<u>1 DECISION</u> Story: <u>Rainbow visits the seaside</u> And the interactive game <u>FBV – Individual liberty and rule of law</u>	<u>CARITAS</u> Rights and responsibilities – God gives us all we need to be happy, P134 <u>FBV – Individual liberty and rule of law</u>	Try a new food from around the world. Do a good deed for someone else.
Sticky Knowledge	To understand why it is important to say sorry	Understand ways that we are different. To know how to deal with worry	To understand our rights and responsibilities to others	That there are natural life stages from birth to death, and what these are	To know ways of dealing with our feelings and emotions	To understand our rights and responsibilities to others	
Vocabulary	Apologise feelings	Culture Cuisine worry	Rights responsibilities	Birth Death life	uncomfortable	Rights responsibilities	

Year 1/2 Cycle A	<u>EQUALITEACH</u> 'My own special way' – book to read focussed on Hijab wearing By Mithaa alKhayyat and Vivian French <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Religion</i>	<u>EQUALITEACH</u> Read 'The Same but different' – share the picture book and discuss difference <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Various</i>	<u>10/10</u> <u>Feelings, like and dislikes</u>	<u>10/10</u> <u>Feeling inside out</u>	<u>10/10</u> <u>Treat others well</u> <u>FBV – Rule of law, individual liberty</u>	<u>10/10</u> <u>And say sorry</u>	Stay focused on a task for longer periods of time. Follow instructions that an adult gives you the first time.
Sticky Knowledge	To understand ways that we are different	To understand ways that we are different	That it is natural for us to relate to and trust one another	To understand the difference between feelings and actions	To understand the difference between appropriate and inappropriate behaviour	To know when they have been unkind and that it is important to say sorry	
vocabulary	Equality religion	Equality respect	Trust Relationships	Feelings Action	Appropriate inappropriate	Apologise sorry	
Year 1/2 Cycle B	<u>10/10</u> <u>Physical Contact</u> <u>(Non FGM version)</u> <u>FBV – Mutual respect and tolerance</u>	Revisit NSPCC Pants rule materials https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/	<u>EQUALITEACH</u> Read, 'The Guru and the King' by Bali Rai Focus on people of other faiths <u>FBV – Mutual respect and tolerance</u>	<u>10/10</u> <u>Harmful substances – Part 1</u> <u>FBV – Rule of law and individual liberty</u>	1 Decision <u>Medicines</u> <u>FBV – Rule of law and individual liberty</u>	<u>CARITAS</u> Rights and responsibilities – Finding happiness with each other P139 <i>Virtue- Class virtue focus</i>	Listen to instructions. Stay focused for the whole lesson.

			<i>Protected characteristics: Religion</i>			FBV – Mutual respect and tolerance	
Sticky Knowledge	To know they are entitled to keep their body private	To know they are entitled to keep their body private	To understand ways that we are different	To know Medicines are drugs, but not all drugs are good for us.	To know Medicines are drugs, but not all drugs are good for us.	To understand we have rights and responsibilities to each other	
Vocabulary	<u>Privacy body</u>	Privacy body	Equality Respect faith	Medicine Drugs substance	Medicine Drugs substance	Rights responsibilities	
Year 3/4 (Cycle A)	<p>10/10 Safe in my body (The FGM Free version)</p> <p><i>Character trait: Concentrate</i></p>	<p>10/10 Safe in my body Extended Activities</p> <p><i>Character trait: Concentrate</i></p>	<p><u>EQUALITEACH</u> 'Ramadan Moon' – Read and discuss a special holiday from another faith</p> <p>Equality: Other faiths</p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Religion</i></p>	<p>10/10 A Time For Everything (Grief focus)</p>	<p>1 DECISION Grief (Feelings and emotions 5-8)</p>	<p>10/10 Classroom Shorts linked to Safe in my body – Railways and Water</p> <p>FBV – Rule of law, individual liberty</p>	<p>-Sit appropriately in class</p> <p>-Complete work in the time taken.</p>
Sticky Knowledge	To know what kind of physical contact is acceptable or unacceptable and how to respond	To know what kind of physical contact is acceptable or unacceptable and how to respond	To understand ways in which we are different	To understand grief is an emotion and how to deal with it	To understand ways to deal with grief	To know the dangers of playing near railways and water	
Vocabulary	Physical Contact Acceptable unacceptable	Physical Contact Acceptable unacceptable	Equality Respect tolerance	Grief Feelings emotions	Grief Feelings emotions	Dangers Signs safety	

Year 3/4 Cycle B	<u>10/10</u> <u>Family, Friends and Others</u> <i>Virtue- Class virtue focus</i>	<u>10/10</u> <u>Family, Friends and Others</u> Extended activities <i>Virtue- Class virtue focus</i>	EQUALITEACH Read 'The proudest blue' – A story of Hijab and Family Story from another faith - Islam Equality: Other faiths <i>Virtue- Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics:</i> <i>Religion</i>	<u>10/10</u> <u>Critical thinking – targeted marketing online</u> <i>Character trait:</i> <i>Concentrate</i> <u>FBV – Individual liberty</u>	1 DECISION <u>Jealousy (Feelings & Emotions)</u> <i>Virtue- Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u>	<u>10/10</u> <u>Classroom</u> <u>Shorts linked to Safe in my body – Roads and Digital</u> <i>Character trait:</i> <i>Concentrate</i> <u>FBV – Rule of law, individual liberty</u>	-Recall the Key Vocabulary from the last RE unit. -Write a letter to a child from St. Anne's in Buxton
Sticky Knowledge	To know Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong	To know Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong	To know ways that we are different	Know how to use technology safely	To recognise jealousy and ways to deal with it.	To understand dangers and ways to keep yourself safe.	
Vocabulary	Relationships Positive	Relationships Positive	Religion Equality hijab	Online safety	Jealousy Feelings emotions	Roads signs	
Year 5/6 (Cycle A)	<u>10/10</u> Catholic Social Teaching https://www.tentenresources.co.uk/sessions/catholic-social-teaching/ <i>Character trait:</i> <i>Concentrate</i>	<u>10/10</u> Catholic Social Teaching https://www.tentenresources.co.uk/sessions/catholic-social-teaching/	<u>10/10</u> Y5: <u>Spots and Sleep</u> Y6: <u>Making babies part 1</u>	<u>10/10</u> Y5: <u>Spots and Sleep</u> Y6: <u>Making babies part 1</u>	<u>10/10</u> Y5: <u>Reaching out</u> Y6: <u>Making babies part 2</u>	<u>10/10</u> Y5: <u>Reaching out</u> Y6: <u>Making babies part 2</u>	Concentrate on recalling key facts from your topic work.

	<i>Virtue- Class virtue focus</i>	<i>Character trait: Concentrate</i> <i>Virtue- Class virtue focus</i>					<p>Concentrate on adding all the writing features studied and listed on the working wall in a piece of work.</p> <p>Concentrate on having all the correct equipment to start the school day.</p>
Sticky Knowledge	To understand the principles of Catholic Social Teaching	To understand the principles of Catholic Social Teaching	To understand the changes to our bodies as we get older	To understand the changes to our bodies as we get older	To begin to understand how babies are made	To begin to understand how babies are made	
Vocabulary	Catholic Social Teaching	Catholic Social Teaching	Hormones Puberty	Hormones Puberty spots	Fertilisation Love relationship	Fertilisation Love relationship	
Year 5/6 Cycle B	<p><u>CARITAS</u></p> <p>Solidarity and the common good – I listen to you with my ears, eyes, heart and mind P109</p> <p><i>Character trait: Concentrate</i></p> <p><i>Virtue- Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>CARITAS</u></p> <p>Solidarity and the common good - We walk together as people of peace p109</p> <p><i>Virtue- Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>10/10</p> <p>Y5: <u>Spots and Sleep</u></p> <p>Y6: <u>Making babies part 1</u></p>	<p>10/10</p> <p>Y5: <u>Spots and Sleep</u></p> <p>Y6: <u>Making babies part 1</u></p>	<p>10/10</p> <p>Y5: <u>Reaching out</u></p> <p>Y6: <u>Making babies part 2</u></p>	<p>10/10</p> <p>Y5: <u>Reaching out</u></p> <p>Y6: <u>Making babies part 2</u></p>	
Sticky Knowledge	To understand the importance of working together for the good of all	To understand the importance of working together for the good of all	To understand the changes to our bodies as we get older	To understand the changes to our bodies as we get older	To begin to understand how babies are made	To begin to understand how babies are made	
Vocabulary	Solidarity Common good	Solidarity Common good	Hormones Puberty spots	Hormones Puberty spots	Fertilisation Love relationship	Fertilisation Love relationship	

Pentecost 1

Focus on Healthy lifestyles / Rule of Law / Individual Liberty / Equality in relation to sexuality, disability and race

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities 'Understand others'
Nursery	<u>10/10</u> <u>All the feelings</u>	<u>1 DECISION</u> <u>Rainbow feels angry</u>	<u>1 DECISION</u> <u>Pink screen time</u>	<u>EQUALITEACH</u> Read 'The Pirate of Kindergarten' by George Ella Lyon <i>Protected characteristics</i> <i>Disability</i>	<u>EQUALITEACH</u> Read 10,000 dresses by Marcus Ewert <i>Protected characteristics</i> <i>Disability</i>	<u>CST</u> <u>Promoting Peace</u> How do we treat others who are different to us or do things we don't like?	Recognise that we are all different and special in our own ways. Think about how we look different, have different families, pets etc. Recognise that children learn in different ways. Say something we like about our friends.
Sticky Knowledge	To recognise different feelings	To understand how to deal with anger	To know it is important to have boundaries	To know ways that we are different	To know ways that we are different	To understand that it is important to be peacemakers	
Vocabulary		Anger fear	limit	Equality disability	Equality disability	Peace friendship	
EYFS	<u>10/10</u> Session 1 – <u>Role Model</u>	<u>1 DECISION</u> Story: <u>Yellow learns about germs</u>	<u>CARITAS</u> Family and Community – My	<u>10/10</u> – <u>Who's who?</u>	<u>1 DECISION</u> Story: <u>Green's greens</u>	<u>CARITAS p54</u> Family and Community – We love	Do a kind deed for someone else.

		Dilemma/Scenario: <u>Purple wants to wash her hands</u> <i>Character Trait:</i> <i>Understand others</i> <i>Virtue- Class virtue focus</i> <u>FBV – Mutual respect</u>	school family (p53) <i>Virtue- Class virtue focus</i>	<i>Character Trait:</i> <i>Understand others</i> <i>Virtue- Class virtue focus</i>	Talking and Sorting Cards: <u>we can have this often/we can only have this on special occasions</u>	and look after each other because we are all brothers and sisters in God's family. <i>Character Trait:</i> <i>Understand others</i> <i>Virtue- Class virtue focus</i>	Say something kind and put a bead in the jar.
Sticky Knowledge	To know we are part of God's family	To know it is important to wash our hands to keep clean	To know the importance of family and community	To identify special people (e.g. parents, carers, friends) and what makes them special	To understand the importance of a balanced diet	To know the importance of family and community	
Vocabulary	Family love	Hand Washing hygiene	Family community	Parents Carers family	Vegetables healthy	Family community	
Year 1/2 Cycle A	<u>CARITAS</u> Family and Community – We are all part of a community p57 <i>Character Trait:</i> <i>Understand others</i> <i>Virtue- Class virtue focus</i>	<u>10/10</u> Unit 1: <u>The communities we live in</u> <i>Character Trait:</i> <i>Understand others</i> <i>Virtue- Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u>	<u>1 DECISION</u> <u>Staying Safe</u> <u>FBV – Rule of law, individual liberty</u>	<u>10/10</u> <u>Life cycles</u>	<u>10/10</u> <u>Shorts - Just you wait</u>	<u>10/10</u> <u>Shorts - God never changes</u>	Help someone who has fallen over. Play with someone new. Find out something new about a friend.

	<u>FBV – Mutual respect and tolerance</u>						
Sticky Knowledge	To understand we are all part of One family and community	To understand we are all part of One family and community	Know ways to keep yourself and others safe	To know that there are Different stages to life and what they are	To know that change is part of growing up	To know that change is part of growing up	
Vocabulary	Love Family community	Love Family community	Dangers safety	Birth Death	Growing changing	Growing changing	
Year 1/ 2 Cycle B	1 <u>DECISION</u> <u>Living in our world</u> <i>Character Trait: Understand others</i> <i>Virtue- Class virtue focus</i>	1 <u>DECISION</u> <u>Living in our world</u> <i>Character Trait: Understand others</i> <i>Virtue- Class virtue focus</i>	<u>CARITAS</u> Family and Community – I belong to my family and my community p58 <i>Character Trait: Understand others</i> <i>Virtue- Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u>	<u>CARITAS</u> Family and Community – My community needs me p58 <i>Virtue- Class virtue focus</i>	<u>EQUALITEACH</u> Read, 'In every house, on every street' by Jess Hitchman – Discuss different families and cultures <i>Character Trait: Understand others</i> <i>Virtue- Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u>	<u>EQUALITEACH</u> Spend some time drawing what they think a family looks like – show different versions of these – did anyone draw... step family? 2 mums? 2 dad? Grandparents looking after / Aunties/Uncles/Sisters looking after / Foster families/ Single parents The read 'Love makes a family' Are these still families? YES	Help someone with their work. Play a new game with your friends. Help someone if they're in the blue or yellow zone.

					<u>Protected Characteristics:</u> <u>Various</u>	So what is a family? Create a class definition Equality – Sexuality All created and loved by God is the key message! <i>Character Trait:</i> <i>Understand others</i> <i>Virtue- Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u> <u>Protected Characteristics: Various</u>	
Sticky Knowledge	To understand why we should look after living things in our world	To understand why we should look after living things in our world	To know and understand that we belong to a world wide family and community	To know and understand that we belong to a world wide family and community	<u>To understand ways that we are different</u>	<u>To understand ways that we are different</u>	
Vocabulary	Living Nature world	Living Nature world	Family Community Love respect	Family Community Love respect	Equality Respect culture	Equality Respect culture	
Year 3/4 Cycle A	1 DECISION First Aid Y4 Drugs.	<u>EQUALITEACH</u> The Big Book of Families	<u>10/10</u> A community of love	<u>CARITAS</u> Caritas – Family and Community	<u>CARITAS</u> Family and Community –	<u>CARITAS</u> Family and Community – Building up the Kingdom of God	Nominate someone for an Ambassador Award.

	<u>alcohol and tobacco</u>	Read and discuss how different families and family lives can be <i>Character Trait: Understand others</i> <i>Virtue: Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u> <u>Protected Characteristics: Various</u>	<i>Character Trait: Understand others</i> <i>Virtue: Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u> <u>Protected Characteristics: Various</u>	– What makes community? p63 <i>Character Trait: Understand others</i> <i>Virtue: Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u> <u>Protected Characteristics: Various</u>	Building up Community P64 <i>Character Trait: Understand others</i> <i>Virtue: Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u> <u>Protected Characteristics: Various</u>	P64 <i>Character Trait: Understand others</i> <i>Virtue: Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u> <u>Protected Characteristics: Various</u>	Write a thank you letter to a member of staff that has looked after you.
Sticky Knowledge	To know how to help someone in danger	To know ways that we are different	To know that God is love	To know that we belong to a community.	To know that we belong to a community.	To know that we belong to a community.	
Vocabulary	First aid assist	Equality Culture	Community Love	Community Responsibility love	Community Responsibility love	Community Responsibility love	
Year 3/4 (Cycle B)	<u>During Healthy Fortnight</u> <u>10/10</u> <u>First aid heroes</u> Part 1 <u>10/10</u>	<u>10/10</u> <u>How do I love others?</u> <i>Character Trait: Understand others</i> <i>Virtue: Class virtue focus</i>	<u>10/10</u> <u>What is the Church?</u>	<u>1 DECISION</u> <u>Coming home on time</u> (Being responsible - 8-11) <u>FBV – Individual liberty</u>	<u>10/10</u> <u>Working together (Careers)</u> <i>Character Trait: Understand others</i>	<u>10/10</u> <u>Working together shorts – We are called, Same job – different pay</u> <i>Character Trait: Understand others</i> <i>Virtue: Class virtue focus</i>	Draw a picture for a member of your family. Go to Church on the weekend. Ask if your friends if they are okay.

	First aid heroes Part 2	FBV – Mutual respect and tolerance			<i>Virtue: Class virtue focus</i> FBV – Mutual respect and tolerance	FBV – Mutual respect and tolerance <u>Protected Characteristics: Various – Prejudice and discrimination</u>	Watch Newsround.
Sticky Knowledge	To know how to help someone in danger	To know ways that we are different	To know that God is love	To know that we belong to a community.	To know how to help someone in danger	To know there are many different jobs and types of work	
Vocabulary	First aid assist	Church parish	Church Parish Home school	Responsibility safety	Careers Discrimination respect	Discrimination respect	
Year 5/6 Cycle A	Y5 10/10 The World of Work and classroom shorts 'Always learning', 'Being Smart' and 'Beyond School' Y6 10/10 Coping with change and classroom shorts –	10/10 Impacted lifestyles Alcohol, drugs and smoking 1 DECISION Alcohol 10/10 Giving Assistance (First Aid) FBV – Rule of law and individual liberty	Y5 10/10 The World of Work and classroom shorts 'Always learning', 'Being Smart' and 'Beyond School' Y6 10/10 Coping with change and classroom shorts – Peace under pressure (SATS) and 'Starting Secondary School' and 'Dear Diary'	1 DECISION Y5: In- App purchases 10/10 Year 6: Menstruation (Split gender groups) FBV – Rule of law and individual liberty	1 DECISION Y5: In- App purchases 10/10 Year 6: Menstruation (Split gender groups) FBV – Rule of law and individual liberty	1 DECISION Water safety FBV – Rule of law and individual liberty	Listen to others points of view and appreciate their opinion. Work openly in a group with different people. Show a deep understanding of others faiths and beliefs. Understand events that happens in the news and reasons behind people's actions.

	Peace under pressure (SATS) and 'Starting Secondary School' and 'Dear Diary'						
Sticky Knowledge	To understand the importance of a career.	To know and understand the effects of drugs and alcohol on the body	To understand how to deal with the different changes we face as we get older.	To understand the elements of finance as we grow older	To understand the elements of finance as we grow older	To understand how to stay safe around water.	
Vocabulary	Job Salary prospects	Drugs Alcohol Negative impact	Peer pressure	Credit card Loan Interest debt	Credit card Loan Interest debt	Dangers signs	
Year 5/6 Cycle B	Y5 10/10 The World of Work and classroom shorts 'Always learning', 'Being Smart' and 'Beyond School' Y6 10/10 Coping with change	<u>HEALTHY FORTNIGHT</u> 10/10 Making good choices Drugs, alcohol and peer pressure 1 DECISION Smoking Followed by 10/10 Classroom shorts 'What we know now' and 'Vaping'	Y5 10/10 The World of Work and classroom shorts 'Always learning', 'Being Smart' and 'Beyond School' Y6 10/10 Coping with change and classroom shorts – Peace under pressure (SATS) and 'Starting Secondary School' and 'Dear Diary'	1 DECISION Stealing FBV – Rule of law and individual liberty	1 DECISION Y5: In- App purchases 10/10 Year 6: Menstruation (Split gender groups) FBV – Rule of law and individual liberty	1 DECISION Y5: In- App purchases 10/10 Year 6: Menstruation (Split gender groups) FBV – Rule of law and individual liberty	

	and classroom shorts – Peace under pressure (SATS) and ‘Starting Secondary School’ and ‘Dear Diary’	FBV – Rule of law and individual liberty					
Sticky Knowledge	To understand the importance of a career.	To know and understand the effects of drugs and alcohol on the body	To understand the importance of a career.	To understand what would cause someone to steal and the impact it has.	To understand the elements of finance as we grow older	To understand the elements of finance as we grow older	
vocabulary	Job Salary prospects	Drugs Alcohol Negative impact	Job Salary prospects	Theft Crime	Credit card Loan Interest debt	Credit card Loan Interest debt	

Pentecost 2

Focus: Staying safe (Individual liberty) and Healthy lifestyles

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities ‘Imagine’
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Nursery	<u>1 DECISION</u> <u>Blue Road</u> <u>Safety</u>	<u>1 DECISION</u> <u>Red visits the</u> <u>Dentist</u>	<u>EQUALITEACH</u> <u>Read Mirror by</u> <u>Jeannie Baker</u> <i>Protected</i> <i>Characteristics -</i> <i>Race/Ethnicity</i>	<u>1 DECISION</u> <u>Purple is</u> <u>poorly</u>	<u>CST</u> <u>Stewardship</u> How do we show kindness to the world that God gave us? <i>Virtue- Class</i> <i>virtue focus</i> <i>Character trait -</i> <i>Imagine</i>	<u>CST</u> <u>Stewardship</u> How do we show kindness to the world that God gave us? <i>Virtue- Class</i> <i>virtue focus</i> <i>Character trait -</i> <i>Imagine</i>	Explore different ways of expressing and exploring our emotions through music, dance, drawing, performing etc. Use less obvious objects to represent characters and things in stories. E.g loose parts, wooden blocks with no obvious character details. Go outside and choose an 'imagination stick'. It can be anything you wish it to be. Provide open ended dressing up clothes.
Sticky Knowledge	To know ways to keep ourselves safe	To know ways to keep ourselves healthy	To understand ways that we are different	To know how to deal with your different feelings	To know that we should look after each other and the world around us	To know that we should look after each other and the world around us	
Vocabulary	<u>Dangers</u> <u>safety</u>	<u>Hygiene</u> <u>health</u>	Race equality	<u>Illness</u> <u>worry</u>	<u>World</u> <u>creation</u>	<u>World</u> <u>Creation</u>	

REC	<p><u>1 DECISION</u></p> <p><u>Green moves up a year group</u></p> <p><u>Dilemma: Pink's new classmate</u></p>	<p><u>10/10</u></p> <p><u>Safe inside and out</u></p> <p>Session 2 – <u>My Body, My rules</u></p> <p>Session 3 <u>Feeling Poorly</u></p> <p><u>1 DECISION</u></p> <p>Story: <u>Red visits the dentist</u></p> <p>Talking and Sorting Cards: <u>express feelings of visiting these places now and in the future</u></p> <p>Dilemma/Scenario: <u>Red has got toothache and is worried about telling her parents in case they take her to the dentist. What should she do?</u></p> <p><u>FBVs: Individual liberty</u></p>	<p><u>10/10</u></p> <p><u>Unit 1: Session 1 – God is love</u></p>	<p><u>10/10</u></p> <p><u>4: Session 4 – People who help us</u></p> <p><i>Virtue- Class virtue focus</i></p> <p><u>FBVs: Mutual respect</u></p>	<p><u>10/10</u></p> <p><u>When I grow up</u> plus <u>classroom shorts</u></p>	<p><u>10/10</u></p> <p><u>Unit 2: Session 1 – Me, You, Us</u></p>	<p>Try drawing how you feel.</p> <p>Try brushing your teeth in school.</p>
Sticky Knowledge	To understand that change can sometimes be difficult	To recognise when things are safe or unsafe	To know that God loves us	To know the jobs that people do that help us	To know the jobs that people do that help us	To understand that we belong to different communities and	

						recognise some of those	
Vocabulary	New Worry fear	Safe Unsafe protection	God Father love	Careers carers	Careers carers	Parish Family school	
Year 1/2 Cycle A	<p><u>CARITAS</u> Caritas – The dignity of work – Everybody's work is valuable and important for the community p201</p> <p>Character trait: Imagine/ Concentrate</p> <p>Virtue: Class virtue focus</p>	<p><u>1 DECISION</u> <u>Washing hands</u> (Keeping/Staying Healthy)</p> <p><u>Brushing teeth</u> <u>Road Safety</u> (Keeping/Staying Safe)</p> <p><u>What is it safe to eat and drink</u> (Hazard Watch)</p> <p>10/10</p> <p><u>Clean and Healthy</u> (My body)</p> <p>FBVs: Rule of law, individual liberty</p>	<p><u>10/10</u> KS1: Module 2, Unit 3, Session 5 – Can you help me? (Emergency services) Part 1</p> <p>Character trait: Concentrate</p> <p>Virtue: Class virtue focus</p>	<p><u>10/10</u> KS1: <u>Module 2, Unit 3, Session 5 – Can you help me?</u> (Emergency services) Part 2</p> <p>Character trait: Concentrate</p> <p>Virtue: Class virtue focus</p>	<p><u>10/10</u> <u>Money doesn't grow on trees and classroom shorts</u></p> <p>Virtue: Class virtue focus</p>	<p><u>10/10</u> <u>Who will I be? (Careers and transition)</u></p> <p>Character trait: Imagine/ Concentrate</p>	<p>Create your own story about a given picture.</p> <p>Use your imagination to create new games to play with your friends.</p>
Sticky Knowledge	To understand the importance of working in a fair environment	To understand the importance of good hygiene.	To recognise when there is an emergency	To recognise when there is an emergency	To understand that money is important to buy things	To know about different jobs in the community	
Vocabulary	<u>Dignity</u> <u>work</u>	Hygiene washing	999 Emergency services	999	Money Wages	Job Career	

				Emergency services	savings		
Year 1/2 Cycle B	<u>1 DECISION</u> <u>Practice makes perfect</u> Character trait: Concentrate	<u>1 DECISION</u> <u>Healthy Eating</u> And extended activities for healthy fortnight <i>Virtue: Class virtue focus</i>	<u>1 DECISION</u> <u>Working in our World</u> Character trait: Imagine/ Concentrate	<u>1 DECISION</u> <u>Working in our World</u> Character trait: Imagine/ Concentrate	<u>CARITAS</u> The dignity of work – Finding my special job, my gift to the world p 202 Character trait: Imagine/ Concentrate <i>Virtue: Class virtue focus</i>	<u>CARITAS</u> The dignity of work – Working hard to be the best you can be, for others. p202 Character trait: Imagine/ Concentrate <i>Virtue: Class virtue focus</i> FBVs: Mutual respect	Draw your own picture and tell your friend what it is. Use your imagination to write a story based on anything you want.
Sticky Knowledge	To know and understand ways that you can improve	To know that food is needed for our bodies to be healthy and grow	To know and understand different ways we can receive money	To know and understand different ways we can receive money	To understand the importance of working in a fair environment	To understand the importance of working in a fair environment	
Vocabulary	Practice skills	Healthy Unhealthy growth	Job Salary investment	Job Salary investment	Dignity Work	Dignity work	
Year 3/4 (Cycle A)	<u>10/10</u> <u>Big Changes Little Changes</u> Character trait: Imagine/ Concentrate <i>Virtue: Class virtue focus</i>	<u>10/10</u> <u>Big Changes Little Changes Classroom Shorts</u> What do they do? What do you want to be? (Careers) Character trait: Imagine/	Caritas – The dignity of work – Exploring our understanding of work. How does work build us up? P205 Character trait: Imagine/	Caritas – The dignity of work – The many sides of working together to build up a community. P205	<u>10/10</u> <u>Money Matters</u> Character trait: Imagine/ Concentrate <i>Virtue: Class virtue focus</i>	<u>10/10</u> <u>Money Matters Shorts</u> <u>What is money? Where does money come from?</u> Character trait: Imagine/	Build a lego house. Concentrate on spellings.

		Concentrate	Concentrate <i>Virtue: Class virtue focus</i>	Character trait: Imagine/ Concentrate <i>Virtue: Class virtue focus</i>	FBVs: Individual liberty	Concentrate <i>Virtue: Class virtue focus</i> FBVs: Individual liberty	Learn how to use the dictionary. Write a story.
Sticky Knowledge	To understand that change is a part of life and that there are different kinds of change.	To understand that change is a part of life and that there are different kinds of change.	To recognise the importance of work and workers' rights	To recognise the importance of work and workers' rights	To understand the importance of budgeting and ways money is spent.	To understand the importance of budgeting and ways money is spent.	
Vocabulary	<u>Change Difficulties</u>	<u>Change Difficulties</u>	Dignity Work Talents	Dignity Work talents	Budget Spending	Budget Spending	
Year 3/4 Cycle B	1 DECISION <u>Breaking down barriers</u> <i>Virtue: Class virtue focus</i> FBVs: Mutual respect and tolerance Protected Characteristics: Various	10/10 <u>Big Changes Little Changes Classroom Shorts</u> We can be (Careers) Character trait: Imagine/ Concentrate	10/10 <u>Rights and responsibilities</u> <i>Virtue: Class virtue focus</i> FBVs: Rule of law and individual liberty	1 DECISION <u>Chores at home</u> <i>Virtue: Class virtue focus</i> FBVs: Individual liberty	CARITAS The dignity of work – Recognising and helping others to find their gift and to share it. P205 Character trait: Imagine/ Concentrate <i>Virtue: Class virtue focus</i>	CARITAS The dignity of work – Enabling each others to aim high P206 <i>Virtue: Class virtue focus</i> FBVs: Mutual respect	Tidy your bedroom at home. Keep the classroom tidy. Help a friend with their work. Think about $\frac{3}{4}$ jobs you might want to do when you are older.

Sticky knowledge	To know and understand our own talents	To know about different types of jobs	To know it is our responsibility to follow the rules	To recognise ways we can help each other	To recognise the importance of work and workers' rights	To recognise the importance of work and workers' rights	
vocabulary	Talents qualities	Career Job salary	Rules responsibilities	Chores responsibilities	Dignity Work talents	Dignity Work talents	
Year 5/6 Cycle A	<p>10/10 <u>Money and Me plus</u> classroom shorts – '<u>You bet</u>' and '<u>Gaming, gambling and more</u>' (Gambling) and '<u>Let's talk about tax</u>'.</p> <p>FBVs: Rule of law, individual liberty</p>	<p>10/10 <u>Money and Me plus</u> classroom shorts – '<u>You bet</u>' and '<u>Gaming, gambling and more</u>' (Gambling) and '<u>Let's talk about tax</u>'.</p> <p>FBVs: Rule of law, individual liberty</p>	<p>1 DECISION <u>Enterprise</u></p> <p>Character trait: Imagine/Concentrate</p> <p>FBVs: Rule of law, individual liberty</p>	<p>Year 5: Caritas – Stewardship – Enough for everybody's need, but not everybody's greed. P234</p> <p>Virtue: <i>Class virtue focus</i></p> <p>FBVs: Mutual respect and tolerance, Democracy</p>	<p>Year 5: Caritas – Stewardship – Stewards of God's world p234</p> <p>Virtue: <i>Class virtue focus</i></p> <p>FBVs: Mutual respect and tolerance, Democracy</p>	<p>Year 5: Caritas – Stewardship – Seeing God in creation p235</p> <p>Virtue: <i>Class virtue focus</i></p> <p>FBVs: Mutual respect</p>	<p>Use your imagination when creating an Art/DT final piece.</p> <p>-Think about (Y6) next steps when moving on to secondary school.</p> <p>Imagine games and stalls for the school summer events.</p>
Sticky Knowledge	To explain and understand why people may want to save money	To understand the effects of gambling	To understand ways of being creative to generate money	To understand our responsibility to look after the world and each other	To understand our responsibility to look after the world and each other	To understand our responsibility to look after the world and each other	
vocabulary	Savings debt	Gambling Debt	Enterprise Product	Creation Steward	Creation Steward	Creation Steward	

		negative	marketing	responsibility	responsibility	responsibility	
Year 5/6 Cycle B	<u>1 DECISION</u> <u>Worry</u>	<u>1 DECISION</u> <u>Worry</u>	<u>1 DECISION</u> <u>Anger</u> Virtue: Class virtue focus FBVs: Mutual respect	<u>1 DECISION</u> <u>Anger</u> Virtue: Class virtue focus FBVs: Mutual respect	<u>10/10</u> <u>God is calling</u> <u>you</u>	<u>10/10</u> <u>God is calling</u> <u>you</u>	<u>10/10</u> <u>Calming the</u> <u>Storm</u>
Sticky knowledge	To recognise and understand how to deal with worry	To recognise and understand how to deal with worry	To recognise and understand how to deal with anger	To recognise and understand how to deal with anger	To know that God calls us to love others	To know that God calls us to love others	
vocabulary	Worry anxiety	Worry anxiety	Anger fear	Anger fear	Love relationships	Love relationships	