

(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>I Decision</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's play time</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>	1 DECISION Story: <u>Blue learns to share</u> Talking and Sorting Cards: <u>sort the 'this is sharing' and</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

	<p><u>it like?’ and ‘My Classroom’</u></p> <p><i>Character trait: Try new things</i></p>	<p><i>Character trait: Try new things</i></p>	<p>But do this through 10/10 Module 1 Unit 2 <u>I am me</u></p> <p><i>Virtue: Class virtue focus</i></p>	<p><i>Virtue: Class virtue focus</i></p> <p><i>Character trait: Try new things</i></p>	<p><u>‘this is not sharing’ cards</u></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Character trait: Try new things</i></p>	<p>very beautiful p17</p> <p>Explore this by using also the Equaliteach book ‘Our Skin, a first conversation about race’ by Megan Maddison. <u>Our skin</u></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Race</i></p>	<p>in continuous provision.</p>
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	<p>10/10 <u>I am unique</u></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>EQUALITEACH</u> Focus on racial equality ‘My, world, your world’ story book by Melanie Walsh</p> <p><u>FBV – Mutual respect and</u></p>	<p><u>CARITAS</u> The Dignity of the Human Person – God loves us equally as his children p23</p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>10/10 <u>Who is my neighbour?</u></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>EQUALITEACH</u> Focus on racial equality ‘My friend Jamal’ story book by Anna McQuinn</p>	<p><u>EQUALITEACH</u> Read ‘The Same but different’ – share the picture book and discuss difference by Molly Potter</p>	<p>Try a new food at lunch time.</p> <p>Play with a new friend.</p> <p>Play with a different toy. (link to History topic).</p>

		<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</u> <u>Touch</u> <i>Looks at appropriate and inappropriate touch and enables children to explore who they can talk to if they are uncomfortable)</i> (Relationships 5-8)	<u>1 DECISION</u> <u>(1 decision)</u> <u>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)	
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	10/10 We don't have to be the same FBV – Mutual respect and tolerance <i>Protected characteristics: Various</i>	<u>EQUALITEACH</u> Read 'My Friend, Jamal' and discuss and celebrate the differences FBV – Mutual respect and tolerance <i>Protected characteristics: Race</i>	10/10 Y3: Respecting our bodies	10/10 Year 4: What is puberty?	1 DECISION Relationships (Appropriate touch)	1 DECISION Relationships (Appropriate touch)	Try to sit with someone different at lunch. Try to take part in a new hobby.
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>	10/10 Types of Abuse	10/10 Types of Abuse	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>	10/10 <u>Red needs the toilet</u>	10/10 <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>	10/10 <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	10/10 <u>Heads Shoulders Knees and Toes (HSB)</u>	Anti Bullying lessons during RE 10/10 Module 2, Unit 2 Session 2 <u>You've</u>	<u>CARITAS</u> Solidarity and the common good – We are all friends p101	10/10 <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>1 DECISION</p> <p>Story: <u>Blues' Best Friend</u> Talking and Sorting Cards: <u>friendly/unfriendly behaviour</u> Dilemma/Scenario: <u>Making friends. 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></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>	

Dilemma/Scenario: Green dilemma drop - Pink often wears headphones because of noise, Green is confused by this. How can we help Green understand?

Story: Green gets glasses
Talking and Sorting Cards:
sorting helpful and unhelpful cards

Dilemma/Scenario: Worrying and adjusting to change - worrying about what your friends might say about your new glasses.

Equalities:
Disability
*Virtue: Class
virtue focus*

FBV - Mutual respect and tolerance

		<i>Protected characteristics: Disability</i>					
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 privates	Bullying equality	Common good	Internet safe	Body private	Common good responsibility	
Year 1/2 Cycle A	<p>10/10 <u>Girls and boys</u> First Half</p> <p><i>Protected characteristics: Gender</i></p>	<p><u>DURING RE LESSONS IN ANTIBULLYING WEEK</u> 1 <u>Decision Friendship</u> (Relationships)</p> <p><u>Blue learns to share</u></p> <p>10/10 <u>What is the internet</u></p> <p><u>Playing online</u></p> <hr/> <p>PHSE/RSE SLOT (10/10) Unit 1: Session 2 <u>Girls and boys</u> Second Half</p> <p><i>Virtue: Class virtue focus</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 <u>Good and bad secrets</u></p>	<p><u>EQUALITEACH</u> Read 'What happened to you?' by James Catchpole Focus on physical disability (amputee)</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>EQUALITEACH</u> Freddie and the Fairy - Storybook</p> <p>Equalities: Disability (Hearing)</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>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>

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

	<p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Disability</i></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>Rules to help us</u></p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>		<p><u>FBV – Mutual respect and tolerance</u></p>			
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	Solidarity Common good	Solidarity Common good	Emotions feelings	Emotions feelings	

<p>Year 3/4 (Cycle A)</p>	<p>10/10 What am I feeling?</p>	<p>online 1 DECISION Online bullying (Computer Safety)</p> <p><i>Virtue: Class virtue focus</i></p> <p>FBV – Mutual respect and tolerance</p>	<p>CARITAS Rights and responsibilities– Barriers to happiness</p>	<p>10/10 I am thankful</p>	<p>EQUALITEACH 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 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. Equalities: Disability (Physical)</p> <p><i>Virtue: Class virtue focus</i></p> <p>FBV – Mutual respect and tolerance</p>	<p>CARITAS Rights and responsibilities– Finding happiness with each other P137</p> <p><i>Virtue: Class virtue focus</i></p> <p>FBV – Mutual respect and tolerance</p>	<p>Spend 10 minutes every night on TTRS</p> <p>Write a book review about something you have read.</p>
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					<i>Protected characteristics: Disability</i>		
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 What am I looking at?	1 Decision Making friends online (Computer Safety) <i>Virtue: Class virtue focus</i>	CARITAS Rights and responsibilities- Helping each other make the right choices P 137 <i>Virtue: Class virtue focus</i> FBV – Individual Liberty	10/10 Lifecycles	EQUALITEACH Different – A great thing to be! Book to read and discuss Equalities: Disability (Down’s syndrome) <i>Virtue: Class virtue focus</i> FBV – Mutual respect and tolerance <i>Protected characteristics: Disability</i>	CARITAS Rights and responsibilities- Fair shares for all p138 <i>Virtue: Class virtue focus</i> FBV – Mutual respect and tolerance <i>Protected characteristics: Disability</i>	Push yourself to learn all your multiplications. Push yourself to exercise for 30 minutes every day.
Sticky knowledge	To understand how media is	To understand age restrictions on line and the	To understand our rights and responsibilities	To understand the human	To understand ways that we are different	To understand our rights and responsibilities	

	used to share messages	reasons behind them		lifecycles from conception			
Vocabulary	Internet Television Online platforms	Restrictions Online safety	Rights responsibilities	<u>Life cycle conception</u>	Disability equality	Rights responsibilities	
Year 5/6 (Cycle A)	<p><u>EQUALITEACH</u></p> <p>The Superhero Brain – Explaining autism to empower kids</p> <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>Anti-Bullying Week <u>1 Decision</u></p> <p><u>DURING RE LESSONS and PSHE LESSONS</u></p> <p><u>1 DECISION Image Sharing (Computer Safety)</u></p> <p><u>1 DECISION Making friends online (Computer Safety)</u></p> <p><u>10/10 Self Talk</u></p> <p><i>Character trait: Push yourselves</i></p> <p><i>Virtue: Class virtue focus</i></p>	<p><u>10/10 Sharing isn't always caring</u></p> <p><u>Plus classroom short – content consumers</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><u>10/10 Gifts and talents</u></p>	<p><u>10/10 Girls bodies Boys bodies</u> (Split gender groups)</p>	<p><u>CARITAS</u> Option for the poor and vulnerable – Why are some parts of our area richer or poorer than others? P171</p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Individual Liberty</u></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>-to try a new activity at home or school.</p>

		FBV – Mutual respect and tolerance					
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 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>FBV – Mutual respect and tolerance</p>	<p><u>Anti-Bullying Week</u></p> <p><u>1 Decision</u></p> <p><u>10/10</u></p> <p>Cyberbullying</p> <p><u>1 DECISION</u></p> <p>Inclusion and Acceptance</p> <p><u>10/10</u></p> <p>Build others up (Equality act, protected characteristics)</p> <p><i>Character trait: Push yourselves</i></p> <p><i>Virtue: Class virtue focus</i></p> <p>FBV – Mutual respect and tolerance</p>	<p><u>10/10</u></p> <p>Body Image</p> <p><i>Virtue: Class virtue focus</i></p> <p>FBV – Mutual respect and tolerance</p>	<p><u>10/10</u></p> <p>Body Image</p> <p><i>Virtue: Class virtue focus</i></p> <p>FBV – Mutual respect and tolerance</p>	<p>Y5</p> <p><u>10/10</u></p> <p>Gifts and talents</p>	<p><u>10/10</u></p> <p>Girls bodies</p> <p>Boys bodies (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>-to try a new activity at home or school.</p>

	<i>Protected characteristics: Disability</i>	<i>Protected characteristics: Various</i>					
Sticky Knowledge	To understand ways that we are different.	To understand the importance of the way we treat those around us.	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.	To know how we change as we grow and mature	To understand the changes to girls and boys bodies during puberty	
Vocabulary	Disability ASD inclusion	Equality Respect relationships	Envy inadequacy	Envy inadequacy	Maturity Feelings	Subject specific vocabulary linked to girls or boys	

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></p> <p>Exploring emotions</p>	<p><u>10/10</u> <u>Safe inside and out</u></p> <p>NSPCC – PANTS</p> <p><u>FBV – Individual Liberty</u></p>	<p><u>10/10</u> <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><u>1 DECISION</u> Story: Blue explores road safety 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></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>10/10</u> <u>All the feelings</u></p>	<p><u>1 DECISION</u> Story: <u>Green's daddy moves out</u> Dilemma Drops: <u>Blue Feels Sad</u> Talking Cards: <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</p>	<p>Try sharing a piece of fruit fairly with someone else.</p> <p>Try painting a picture to show different emotions.</p>

	<p><i>Protected characteristics: Various</i></p>	<p>Dilemma/Scenario: <u>Road safety –</u></p> <p><u>FBV – Rule of Law</u></p>	<p><u>FBV – Individual Liberty</u></p>			<p>that everybody has enough</p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Individual Liberty</u></p>	
	<p>To understand we all have different likes and dislikes</p>	<p>Understand ways to keep yourself safe.</p>	<p>To understand the importance of sharing with each other</p>	<p>To recognise different feels and how they make us feel.</p>	<p>Understand ways to deal with your emotions</p>	<p>To understand the importance of sharing with each other</p>	
	<p>Likes Dislikes respect</p>	<p>Road safety</p>	<p>Sharing Kindness poverty</p>	<p>Sad Happy Angry excited</p>	<p>Emotions Sadness loneliness</p>	<p>Sharing Kindness poverty</p>	
<p>Year 1/2 Cycle A</p>	<p><u>EQUALITEACH</u></p> <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><u>EQUALITEACH</u></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><u>CARITAS</u></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><u>10/10 Special People</u></p> <p><i>Character trait: Improve/Work Hard</i></p> <p><i>Virtue: Class virtue focus</i></p>	<p><u>1 DECISION Helping someone in need</u></p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>CARITAS</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>Try to improve your 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>

	<i>Protected characteristics: Gender</i>						
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> Read 'Kave Tina Rox' and talk about gender stereotypes - 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><u>EQUALITEACH</u> Read and discuss 'Dogs don't do ballet' in relationship to gender expectations - please see p61</p> <p><u>https://equaliteach.co.uk/downloads/EqualiTeach-Outside-The-Box.pdf</u> 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</p>	<p><u>EQUALITEACH</u> Read 'The Worst Princess' and talk about gender stereotypes - 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><u>1 DECISION</u> <u>Helping someone in need</u> (Being responsible)</p> <p><i>Character trait: Improve/Work Hard</i></p> <p><i>Virtue: Class virtue focus</i></p> <p><u>FBV - Individual Liberty</u></p>	<p><u>CARITAS</u> Option for the poor and vulnerable - Working together to make our family happy. 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><u>CARITAS</u> Option for the poor and vulnerable - Who needs our help? How can we help? 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>Become more independent and edit work.</p> <p>Join your handwriting. Help someone with their work.</p>

		<p>Bill'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:</i> <i>Gender</i></p>					
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<p>Year 3/4 (Cycle A)</p>	<p><u>10/10</u> Y3: <u>Jesus my friend</u> ----- Y4: <u>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></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><u>FBV – Mutual respect and tolerance, Rule of Law and Individual Liberty</u></p> <p><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.</p> <p><i>Character trait: Improve/Work Hard</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><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></p> <p>Space invaders activity linked to gender stereotypes</p> <p>Equality: Gender</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>	<p><u>EQUALITEACH</u> <u>Continuation of P64 of Equaliteach</u></p> <p>Space invaders activity linked to gender stereotypes</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>	<p>Make sure you are using a ruler for all your dates and titles</p> <p>Try to join all your handwriting and work towards a pen licence.</p>
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<p>Year 3/4 (Cycle B)</p>	<p>10/10 <u>Y3: Jesus my friend</u></p> <p>-----</p> <p><u>Y4: Changing bodies</u></p>	<p>10/10 Y3: <u>The Sacraments</u></p> <p>-----</p> <p>Y4: <u>Changing bodies</u> including <u>session 5</u> <u>Male/Female Discussion</u> <u>groups</u></p> <p><u>Anti-Bullying Week</u> 10/10 <u>When things feel bad</u> <u>(Bullying)</u></p> <p><u>Sharing online</u></p> <p><u>Chatting online</u></p> <p><i>Character trait:</i> <i>Improve/Work Hard</i></p> <p><i>Values: Service</i></p> <p><u>FBV – Mutual respect</u> <u>and tolerance</u></p> <p><i>Protected characteristics:</i> <i>Gender</i></p>	<p>1 DECISION <u>Worry</u></p> <p><i>Character trait:</i> <i>Improve/Work Hard</i></p>	<p>1 DECISION <u>Anger</u></p> <p><i>Character trait:</i> <i>Improve/Work Hard</i></p>	<p>EQUALITEACH 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:</i> <i>Gender</i></p>	<p>EQUALITEACH 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:</i> <i>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>
<p>Year 5/6 (Cycle A)</p>	<p>1 DECISION <u>British Values</u></p> <p><u>FBV – All</u></p>	<p>10/10 <u>Classroom Shorts</u> <u>Recognise, Respond and</u> <u>Stereotypes</u></p>	<p>Y5 10/10 <u>Peculiar Feelings</u></p> <p>Y6 10/10</p>	<p>Y5 10/10 <u>Peculiar Feelings</u></p> <p>Y6 10/10</p>	<p>CARITAS Solidarity and the common good – I listen to you with my</p>	<p>CARITAS Solidarity and the common good -We walk together as</p>	<p>-Use your purple pens to edit a piece of work</p>

		<p>(Prejudice, discrimination and protected characteristics)</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p>Protected characteristics: All</p>	<p><u>Seeing Stuff online</u></p> <p>(Pornography)</p> <p><u>FBV – Rule of law, individual liberty</u></p>	<p><u>Seeing Stuff online</u></p> <p>(Pornography)</p> <p><u>FBV – Rule of law, individual liberty</u></p>	<p>ears, eyes, heart and mind p109</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>people of peace p109</p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>before it is looked at by the teacher.</p> <p>-Improve your knowledge by asking an open question about a topic line of enquiry.</p> <p>-Improve a piece of art work by refining a new technique. (eg. Brush stroke)</p>
<p>Year 5/6 Cycle B</p>	<p><u>10/10</u> <u>The Holy Trinity</u></p>	<p><u>10/10</u> <u>The Holy Trinity</u></p>	<p>Y5 <u>10/10</u> <u>Peculiar Feelings</u></p> <p>Y6 <u>10/10</u> <u>Seeing Stuff online</u></p> <p>(Pornography)</p> <p><u>FBV – Rule of law, individual liberty</u></p>	<p>Y5 <u>10/10</u> <u>Peculiar Feelings</u></p> <p>Y6 <u>10/10</u> <u>Seeing Stuff online</u></p> <p>(Pornography)</p> <p><u>FBV – Rule of law, individual liberty</u></p>	<p><u>10/10</u> <u>Emotional Changes</u></p>	<p><u>10/10</u> <u>Emotional Changes</u></p>	<p>-Improve your handwriting and try for a pen – if you haven't already received one.</p>

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 <u>What is the internet?</u>	10/10 <u>Play safe online</u>	<u>EQUALITEACH</u> Read 'My own special way' by Mithaa alKhayyat <i>Protected characteristics Gender/ Religion/Age</i>	1 DECISION <u>Yellow wants to play with orange</u>	<u>CST SOLIDARITY</u> Working with others <i>Virtue- Class virtue focus</i> <u>FBV – Mutual respect and tolerance</u>	1 DECISION <u>Yellow dilemma drop</u> 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.
EYFS	10/10 - <u>Let's get real</u> (Saying Sorry) <u>FBV – Mutual respect and tolerance</u>	1 DECISION Story: <u>Rainbows 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</u>	<u>CARITAS</u> Rights and responsibilities - God wants everyone to be happy, p133 <u>FBV – Individual liberty and rule of law</u>	10/10 Session 1 – <u>Growing up</u>	1 DECISION Story: <u>Rainbow visits the seaside</u> Talking and Sorting Cards: <u>ways to stay safe and cool in the hot weather</u> <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.

		<p><u>from home. She has never had a school dinner before and she is worried she will not like it.</u></p> <p><i>Virtue: Class virtue focus</i></p>					
<p>Year 1/2 Cycle A</p>	<p><u>EQUALITEACH</u></p> <p>'My own special way' – book to read focussed on Hijab wearing By Mithaa alKhayyat and Vivian French</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Religion</i></p>	<p><u>EQUALITEACH</u></p> <p>Read 'The Same but different' – share the picture book and discuss difference</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Various</i></p>	<p><u>10/10</u></p> <p><u>Feelings, like and dislikes</u></p>	<p><u>10/10</u></p> <p><u>Feeling inside out</u></p>	<p><u>10/10</u></p> <p><u>Treat others well</u></p> <p><u>FBV – Rule of law, individual liberty</u></p>	<p><u>10/10</u></p> <p><u>And say sorry</u></p>	<p>Stay focused on a task for longer periods of time.</p> <p>Follow instructions that an adult gives you the first time.</p>
<p>Year 1/2 Cycle B</p>	<p><u>10/10</u></p> <p><u>Physical Contact (Non FGM version)</u></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>Revisit NSPCC Pants rule materials https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p>	<p><u>EQUALITEACH</u></p> <p>Read, 'The Guru and the King' by Bali Rai</p> <p>Focus on people of other faiths</p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>10/10</u></p> <p><u>Harmful substances – Part 1</u></p> <p><u>FBV – Rule of law and individual liberty</u></p>	<p><u>1 Decision Medicines</u></p> <p><u>FBV – Rule of law and individual liberty</u></p>	<p><u>CARITAS</u></p> <p>Rights and responsibilities – Finding happiness with each other P139</p> <p><i>Virtue- Class virtue focus</i></p>	<p>Listen to instructions.</p> <p>Stay focused for the whole lesson.</p>

			<i>Protected characteristics: Religion</i>			FBV – Mutual respect and tolerance	
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>EQUALITEACH '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</p> <p>(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>
Year 3/4 Cycle B	<p>10/10 Family, Friends and Others</p> <p><i>Virtue- Class virtue focus</i></p>	<p>10/10 Family, Friends and Others Extended activities</p> <p><i>Virtue- Class virtue focus</i></p>	<p>EQUALITEACH Read 'The proudest blue' – A story of Hijab and Family</p> <p>Story from another faith - Islam</p> <p>Equality: Other faiths</p> <p><i>Virtue- Class virtue focus</i></p> <p>FBV – Mutual respect and tolerance</p>	<p>10/10 Critical thinking – targeted marketing online</p> <p><i>Character trait: Concentrate</i></p> <p>FBV – Individual liberty</p>	<p>1 DECISION Jealousy (Feelings and emotions 8-11)</p> <p><i>Virtue- Class virtue focus</i></p> <p>FBV – Mutual respect and tolerance</p>	<p>10/10 Classroom Shorts linked to Safe in my body – Roads and Digital</p> <p><i>Character trait: Concentrate</i></p> <p>FBV – Rule of law, individual liberty</p>	<p>-Recall the Key Vocabulary from the last RE unit.</p> <p>-Write a letter to a child from St. Anne's in Buxton</p>

			<i>Protected characteristics: Religion</i>				
Year 5/6 (Cycle A)	<p>10/10 Catholic Social Teaching https://www.tentenresources.co.uk/sessions/catholic-social-teaching/ <i>Character trait: Concentrate</i></p> <p><i>Virtue- Class virtue focus</i></p>	<p>10/10 Catholic Social Teaching https://www.tentenresources.co.uk/sessions/catholic-social-teaching/ <i>Character trait: Concentrate</i></p> <p><i>Virtue- Class virtue focus</i></p>	<p>10/10 Y5: Spots and Sleep Y6: Making babies part 1</p>	<p>10/10 Y5: Spots and Sleep Y6: Making babies part 1</p>	<p>10/10 Y5: Reaching out Y6: Making babies part 2</p>	<p>10/10 Y5: Reaching out Y6: Making babies part 2</p>	<p>Concentrate on recalling key facts from your topic work.</p> <p>Concentrate on adding all the writing features studied and listed on the working wall in a piece of work.</p>
Year 5/6 Cycle B	<p>CARITAS 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>FBV – Mutual respect and tolerance</p>	<p>CARITAS Solidarity and the common good - We walk together as people of peace p109</p> <p><i>Virtue- Class virtue focus</i></p> <p>FBV – Mutual respect and tolerance</p>	<p>10/10 Y5: Spots and Sleep Y6: Making babies part 1</p>	<p>10/10 Y5: Spots and Sleep Y6: Making babies part 1</p>	<p>10/10 Y5: Reaching out Y6: Making babies part 2</p>	<p>10/10 Y5: Reaching out Y6: Making babies part 2</p>	<p>Concentrate on having all the correct equipment to start the school day.</p>

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	<p><u>10/10</u> <u>All the feelings</u></p>	<p><u>1 DECISION</u> <u>Rainbow feels angry</u></p>	<p><u>1 DECISION</u> <u>Pink's screen time</u></p>	<p><u>EQUALITEACH</u> Read 'The Pirate of Kindergarten' by George Ella Lyon</p> <p><i>Protected characteristics</i> <i>Disability</i></p>	<p><u>EQUALITEACH</u> Read 10,000 dresses by Marcus Ewert</p> <p><i>Protected characteristics</i> <i>Disability</i></p>	<p><u>CST</u> <u>Promoting Peace</u></p> <p>How do we treat others who are different to us or do things we don't like?</p>	<p>Recognise that we are all different and special in our own ways. Think about how we look different, have different families, pets etc.</p> <p>Recognise that children learn in different ways.</p> <p>Say something we like about our friends.</p>
EYFS	<p><u>10/10</u> Session 1 – <u>Role Model</u></p>	<p><u>1 DECISION</u> Story: Yellow learns about germs Talking and Sorting Cards: <u>situations where germs may spread and actions to take to prevent this.</u> Dilemma/Scenario: <u>Purple wants to wash her hands but is too little to reach</u></p>	<p><u>CARITAS</u> Family and Community – My school family (p53)</p> <p><i>Virtue- Class virtue focus</i></p>	<p><u>10/10</u> – <u>Who's who?</u></p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue- Class virtue focus</i></p>	<p><u>1 DECISION</u> Story: Greens' greens Talking and Sorting Cards: <u>we can have this often/we can only have this on special occasions</u></p>	<p><u>CARITAS p54</u> Family and Community – We love and look after each other because we are all brothers and sisters in God's family.</p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue- Class virtue focus</i></p>	<p>Do a kind deed for someone else.</p> <p>Say something kind and put a bead in the jar.</p>

		<p><u>the soap pump.</u> <u>What can we do to help?</u></p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue- Class virtue focus</i></p> <p><u>FBV – Mutual respect</u></p>					
<p>Year 1/2 Cycle A</p>	<p><u>CARITAS</u> Family and Community – We are all part of a community p57</p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue- Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>10/10</u></p> <p>Unit 1: <u>The communities we live in</u></p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue- Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>1 DECISION</u> <u>Staying Safe</u></p> <p><u>FBV – Rule of law, individual liberty</u></p>	<p><u>10/10</u> <u>Life cycles</u></p>	<p><u>10/10</u> <u>Shorts - Just you wait</u></p>	<p><u>10/10</u> <u>Shorts - God never changes</u></p>	<p>Help someone who has fallen over.</p> <p>Play with someone new.</p> <p>Find out something new about a friend.</p>

<p>Year 1/ 2 Cycle B</p>	<p>1 <u>DECISION</u> <u>Living in our world (Our world)</u></p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue- Class virtue focus</i></p>	<p>1 <u>DECISION</u> <u>Living in our world (Our world)</u></p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue- Class virtue focus</i></p>	<p><u>CARITAS</u> Family and Community – I belong to my family and my community p58</p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue- Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>CARITAS</u> Family and Community – My community needs me p58</p> <p><i>Virtue- Class virtue focus</i></p>	<p><u>EQUALITEACH</u> Read, 'In every house, on every street' by Jess Hitchman – Discuss different families and cultures</p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue- Class virtue focus</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><u>Protected Characteristics: Various</u></p>	<p><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</p> <p>The read 'Love makes a family'</p> <p>Are these still families? YES</p> <p>So what is a family? Create a class definition</p> <p>Equality – Sexuality</p> <p>All created and loved by God is the key message!</p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue- Class virtue focus</i></p>	<p>Help someone with their work.</p> <p>Play a new game with your friends.</p> <p>Help someone if they're in the blue or yellow zone.</p>
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						<u>FBV – Mutual respect and tolerance</u> <u>Protected Characteristics: Various</u>	
Year 3/4 Cycle A	1 DECISION <u>Y4 First Aid Module</u> <u>Drugs, alcohol and tobacco</u>	<u>EQUALITEACH</u> The Big Book of Families 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>	10/10 <u>A community of love</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>	CARITAS Caritas – Family and Community – 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>	CARITAS Family and Community – 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>	CARITAS Family and Community – Building up the Kingdom of God 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>	Nominate someone for an Ambassador Award. Write a thank you letter to a member of staff that has looked after you.
Year 3/4 (Cycle B)	During Healthy Fortnight 10/10 <u>First aid heroes</u> Part 1	10/10 <u>How do I love others?</u> <i>Character Trait: Understand others</i> <i>Virtue: Class virtue focus</i>	10/10 <u>What is the Church?</u>	1 DECISION <u>Coming home on time (Being responsible -8-11)</u>	10/10 <u>Working together (Careers)</u> <i>Character Trait:</i>	10/10 <u>Working together shorts – We are called, Same job – different pay</u> <i>Character Trait: Understand others</i>	Draw a picture for a member of your family. Go to Church on the weekend.

	<p>10/10 <u>First aid heroes</u> Part 2</p>	<p><u>FBV – Mutual respect and tolerance</u></p>		<p><u>FBV – Individual liberty</u></p>	<p><i>Understand others</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><u>Protected Characteristics: Various – Prejudice and discrimination</u></p>	<p>Ask if your friends if they are okay.</p> <p>Watch Newsround.</p>
<p>Year 5/6 Cycle A</p>	<p>Y5 10/10 <u>The World of Work</u> and <u>classroom shorts</u> 'Always learning', 'Being Smart' and 'Beyond School'</p> <p>Y6 10/10 <u>Coping with change</u> and classroom shorts – Peace under pressure (SATS) and 'Starting</p>	<p>10/10 <u>Impacted lifestyles</u> Alcohol, drugs and smoking</p> <p>1 DECISION <u>Alcohol</u></p> <p>10/10 <u>Giving Assistance (First Aid)</u></p> <p><u>FBV – Rule of law and individual liberty</u></p>	<p>Y5 10/10 <u>The World of Work</u> and <u>classroom shorts</u> 'Always learning', 'Being Smart' and 'Beyond School'</p> <p>Y6 10/10 <u>Coping with change</u> and classroom shorts – Peace under pressure (SATS) and 'Starting Secondary School' and 'Dear Diary'</p>	<p>1 DECISION Y5: <u>In-App Purchases</u></p> <p>10/10 Year 6: <u>Menstruation</u></p> <p>(Split gender groups)</p> <p><u>FBV – Rule of law and individual liberty</u></p>	<p>1 DECISION Y5: <u>In-App Purchases</u></p> <p>10/10 Year 6: <u>Menstruation</u></p> <p>(Split gender groups)</p> <p><u>FBV – Rule of law and individual liberty</u></p>	<p>1 DECISION <u>Water Safety</u></p> <p><u>FBV – Rule of law and individual liberty</u></p>	<p>Listen to others points of view and appreciate their opinion.</p> <p>Work openly in a group with different people.</p> <p>Show a deep understanding of others faiths and beliefs.</p> <p>Understand events that happens in the news and reasons behind people's actions.</p>

	Secondary School' and 'Dear Diary'						
Year 5/6 Cycle B	<p>Y5 10/10 The World of Work and classroom shorts 'Always learning', 'Being Smart' and 'Beyond School'</p> <p>Y6 10/10 Coping with change and classroom shorts – Peace under pressure (SATS) and 'Starting Secondary School' and 'Dear Diary'</p>	<p>HEALTHY FORTNIGHT</p> <p>10/10 Making good choices Drugs, alcohol and peer pressure</p> <p>1 DECISION Smoking Followed by 10/10 Classroom shorts 'What we know now' and 'Vaping'</p> <p>FBV – Rule of law and individual liberty</p>	<p>Y5 10/10 The World of Work and classroom shorts 'Always learning', 'Being Smart' and 'Beyond School'</p> <p>Y6 10/10 Coping with change and classroom shorts – Peace under pressure (SATS) and 'Starting Secondary School' and 'Dear Diary'</p>	<p>1 DECISION Stealing</p> <p>FBV – Rule of law and individual liberty</p>	<p>1 DECISION Y5: In-App Purchases</p> <p>10/10 Year 6: Menstruation</p> <p>(Split gender groups)</p> <p>FBV – Rule of law and individual liberty</p>	<p>1 DECISION Y5: In-App Purchases</p> <p>10/10 Year 6: Menstruation</p> <p>(Split gender groups)</p> <p>FBV – Rule of law and individual liberty</p>	

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'
Nursery	<p><u>1 DECISION</u> <u>Blue's road safety</u></p>	<p><u>1 DECISION</u> <u>Red visits the dentist</u></p>	<p><u>EQUALITEACH</u> <u>Read Mirror by Jeannie Baker</u></p> <p><i>Protected Characteristics - Race/Ethnicity</i></p>	<p><u>1 DECISION</u> <u>Purple is poorly</u></p>	<p><u>CST</u> <u>Stewardship</u></p> <p>How do we show kindness to the world that God gave us?</p> <p><i>Virtue- Class virtue focus</i></p> <p><i>Character trait - Imagine</i></p>	<p><u>CST</u> <u>Stewardship</u></p> <p>How do we show kindness to the world that God gave us?</p> <p><i>Virtue- Class virtue focus</i></p> <p><i>Character trait - Imagine</i></p>	<p>Explore different ways of expressing and exploring our emotions through music, dance, drawing, performing etc.</p> <p>Use less obvious objects to represent characters and things in stories. E.g loose parts, wooden blocks with no obvious character details.</p> <p>Go outside and choose an 'imagination stick'. It can be anything you wish it to be.</p>

							Provide open ended dressing up clothes.
EYFS	<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>FBVs: <u>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>4: <u>Session 4 – People who help us</u></p> <p><i>Virtue- Class virtue focus</i></p> <p>FBVs: <u>Mutual respect</u></p>	<p><u>10/10</u></p> <p><u>When I grow up plus 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>

<p>Year 1/2 Cycle A</p>	<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>Year 1: Washing hands</u> (Keeping/Staying Healthy)</p> <p><u>Brushing Teeth</u> <u>Road Safety</u> (Keeping/Staying Safe)</p> <p><u>Is it safe to eat or drink?</u> (Hazard Watch)</p> <p>10/10</p> <p><u>Clean and Healthy</u> <u>(My body)</u></p> <p>FBVs: Rule of law, individual liberty</p>	<p><u>10/10</u> KS1: Module 2, Unit 3, Session 5 – <u>Can you help me?</u> (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?</u> (Careers and transition)</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>
<p>Year 1/2 Cycle B</p>	<p><u>1 DECISION</u> <u>Practice makes perfect</u></p> <p>Character trait: Concentrate</p>	<p><u>1 DECISION</u> <u>Healthy eating</u> (Keeping/Staying Healthy)</p> <p>And extended activities for healthy fortnight</p> <p>Virtue: Class virtue focus</p>	<p><u>1 DECISION</u> <u>Working in our world</u> (Our world)</p> <p>Character trait: Imagine/ Concentrate</p>	<p><u>1 DECISION</u> <u>Working in our world</u> (Our world)</p> <p>Character trait: Imagine/ Concentrate</p>	<p><u>CARITAS</u> The dignity of work – Finding my special job, my gift to the world p 202</p> <p>Character trait: Imagine/ Concentrate</p>	<p><u>CARITAS</u> The dignity of work – Working hard to be the best you can be, for others. p202</p> <p>Character trait: Imagine/ Concentrate</p>	<p>Draw your own picture and tell your friend what it is.</p> <p>Use your imagination to write a story based on anything you want.</p>

					<i>Virtue: Class virtue focus</i>	<i>Virtue: Class virtue focus</i> FBVs: Mutual respect	
Year 3/4 (Cycle A)	<p><u>10/10</u> <u>Big Changes Little Changes</u></p> <p>Character trait: Imagine/ Concentrate</p> <p><i>Virtue: Class virtue focus</i></p>	<p><u>10/10</u> <u>Big Changes Little Changes Classroom Shorts</u></p> <p>What do they do? What do you want to be? (Careers)</p> <p>Character trait: Imagine/ Concentrate</p>	<p>Caritas – The dignity of work – Exploring our understanding of work. How does work build us up? P205</p> <p>Character trait: Imagine/ Concentrate</p> <p><i>Virtue: Class virtue focus</i></p>	<p>Caritas – The dignity of work – The many sides of working together to build up a community. P205</p> <p>Character trait: Imagine/ Concentrate</p> <p><i>Virtue: Class virtue focus</i></p>	<p><u>10/10</u> <u>Money Matters</u></p> <p>Character trait: Imagine/ Concentrate</p> <p><i>Virtue: Class virtue focus</i></p> <p>FBVs: Individual liberty</p>	<p><u>10/10</u> <u>Money Matters Shorts</u></p> <p><u>What is money? Where does money come from?</u></p> <p>Character trait: Imagine/ Concentrate</p> <p><i>Virtue: Class virtue focus</i></p> <p>FBVs: Individual liberty</p>	<p>Build a lego house.</p> <p>Concentrate on spellings.</p> <p>Learn how to use the dictionary.</p> <p>Write a story.</p>
Year 3/4 Cycle B	<p><u>1 DECISION</u> <u>Breaking down barriers (A world without judgement)</u></p> <p><i>Virtue: Class virtue focus</i></p>	<p><u>10/10</u> <u>Big Changes Little Changes Classroom Shorts</u></p> <p>We can be (Careers)</p> <p>Character trait: Imagine/ Concentrate</p>	<p><u>10/10</u> <u>Rights and responsibilities</u></p> <p><i>Virtue: Class virtue focus</i></p> <p>FBVs: Rule of law and individual liberty</p>	<p><u>1 DECISION</u> <u>Chores at home (The working world 8-11)</u></p> <p><i>Virtue: Class virtue focus</i></p>	<p><u>CARITAS</u> The dignity of work – Recognising and helping others to find their gift and to share it. P205</p> <p>Character trait: Imagine/ Concentrate</p>	<p><u>CARITAS</u> The dignity of work – Enabling each others to aim high P206</p> <p><i>Virtue: Class virtue focus</i></p>	<p>Tidy your bedroom at home.</p> <p>Keep the classroom tidy.</p> <p>Help a friend with their work.</p> <p>Think about $\frac{3}{4}$ jobs you might</p>

	<p>FBVs: Mutual respect and tolerance</p> <p>Protected Characteristics: Various</p>			<p>FBVs: Individual liberty</p>	<p><i>Virtue: Class virtue focus</i></p>	<p>FBVs: Mutual respect</p>	<p>want to do when you are older.</p>
<p>Year 5/6 Cycle A</p>	<p><u>10/10 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><u>10/10 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><u>1 DECISION 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><i>Virtue: 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><i>Virtue: 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><i>Virtue: 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>
<p>Year 5/6 Cycle B</p>	<p><u>1 DECISION Worry</u></p>	<p><u>1 DECISION Worry</u></p>	<p><u>1 DECISION Anger</u></p> <p><i>Virtue: Class virtue focus</i></p>	<p><u>1 DECISION Anger</u></p> <p><i>Virtue: Class virtue focus</i></p>	<p><u>10/10 God is calling you</u></p>	<p><u>10/10 God is calling you</u></p>	<p><u>10/10 Calming the Storm</u></p>

			FBVs: Mutual respect	FBVs: Mutual respect			
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Progression in RSHE	EYFS	Milestone 1 (KS1)	Milestone 2 (Y3 and Y4)	Milestone 3 (Y5 and Y6)
Module 1				
Religious Understanding	<p>Children can express that:</p> <ul style="list-style-type: none"> • We are created individually by God as part of His creation plan • We are all God's children and are special • Our bodies were created by God and are good • We can give thanks to God 	<p>Children can express that:</p> <ul style="list-style-type: none"> • 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>Children can explain that:</p> <ul style="list-style-type: none"> • 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 regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue) • It is important to make a nightly examination of conscience 	<p>Children can explain that:</p> <ul style="list-style-type: none"> • 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!
Me, My Body, My Health	Children can express that:	Children can explain:	Children can explain:	Children can explain:

	<ul style="list-style-type: none"> • 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 • That their bodies are good and made by God • The names of the parts of the body (not genitalia) • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene 	<ul style="list-style-type: none"> • That we are unique, with individual gifts, talents and skills • That our bodies are good • The names of the parts of our bodies (naming genitalia will depend on key decision made by individual schools) • That girls and boys have been created by God to be both similar and different 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 	<ul style="list-style-type: none"> • 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) • They 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 <p>Year 4 onwards</p> <ul style="list-style-type: none"> • What the term puberty means • When they can expect puberty to take place • That puberty is part of God's plan for our bodies • Correct naming of genitalia • What changes will happen to boys during puberty • What changes will happen to girls during puberty 	<ul style="list-style-type: none"> • 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 • About the unique growth and development of humans, and the changes that girls and boys 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 • 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.
<p>Emotional Well-being</p>	<p>Children can express that:</p> <ul style="list-style-type: none"> • 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 • A language to describe their feelings 	<p>Children can explain:</p> <ul style="list-style-type: none"> • 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 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That emotions change as they grow up (including hormonal effects) • A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action • What emotional well-being means; 	<p>Children can explain:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • An understanding that everyone experiences feelings, both good and bad • Simple strategies for managing feelings • Simple strategies for managing emotions and behaviour • That we have choices and these choices can impact how we feel and respond. • We can say sorry and forgive like Jesus 	<ul style="list-style-type: none"> • In a simple way 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 	<ul style="list-style-type: none"> • That positive actions help emotional well-being (beauty, art, etc. lift the spirit) • That talking to trusted people helps emotional well-being (eg parents/carer/teacher/ parish priest) • That images in the media do not always reflect reality and can affect how people feel about themselves • That some behaviour is wrong, unacceptable, unhealthy and risky • That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media 	<ul style="list-style-type: none"> • A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action • That some behaviour is wrong, unacceptable, unhealthy or risky • That emotions change as they grow up (including hormonal effects) • 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>Life Cycles</p>	<p>Children can express that:</p> <ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult 	<p>Children can describe:</p> <ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult 	<p>Children can explain:</p> <ul style="list-style-type: none"> • 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 	<p>Children can explain:</p> <ul style="list-style-type: none"> • How a baby grows and develops in its mother's womb • About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life

			<ul style="list-style-type: none"> • How conception and life in the womb fits into the cycle of life 	<ul style="list-style-type: none"> • Some practical help on how to manage the onset of menstruation • 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.
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Module 2

Religious Understanding	<p>Children can express that:</p> <ul style="list-style-type: none"> • We are part of God's family • Jesus cared for others and wanted them to live good lives like Him • We should love other people in the same way God loves us 	<p>Children can describe that:</p> <ul style="list-style-type: none"> • We are part of God's family • Saying sorry is important and can mend friendships; • Jesus cared for others and had expectations of them and how they should act • We should love other people in the same way God loves us 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That God loves, embraces, guides, forgives and reconciles us with him and one another • The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness <ul style="list-style-type: none"> • That relationships take time and effort to sustain • That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness 	<p>Children can describe:</p> <ul style="list-style-type: none"> • That God calls us to love others • Ways in which we can participate in God's call to us
Personal Relationships	<p>Children are able to describe:</p> <ul style="list-style-type: none"> • Special people (e.g. parents, carers, friends) and what makes them special • The importance of the nuclear family and of the wider family • The importance of being close to and trusting of 'special people' and telling them is something is troubling them 	<p>Children are able to describe:</p> <ul style="list-style-type: none"> • 'Special people' (their parents, carers, friends, parish priest) and what makes them special • The importance of nuclear and wider family • The importance of being close to and trusting special 	<p>Children can describe:</p> <ul style="list-style-type: none"> • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong • That there are different types of relationships including those between 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That pressure comes in different forms, and what those different forms are • That there are strategies that they can adopt to resist pressure • What consent and bodily autonomy means • Different scenarios in which it is right to say 'no' • How thoughts and feelings impact

	<ul style="list-style-type: none"> • How their behaviour affects other people and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships • Different types of teasing and that all bullying is wrong and unacceptable • When they have been unkind to others and say sorry • That when we are unkind, we hurt God and should say sorry • When people are being unkind to them and others and how to respond • That we should forgive like Jesus forgives 	<p>people and telling them if something is troubling them</p> <ul style="list-style-type: none"> • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships • Different types of teasing and that all bullying is wrong and unacceptable • When they have been unkind and say sorry • When people are being unkind to them and others and how to respond • When we are unkind to others, we hurt God also and should say sorry to him as well • That we should forgive like Jesus forgives 	<p>acquaintances, friends, relatives and family</p> <ul style="list-style-type: none"> • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other • The difference between a group of friends and a 'clique' • Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying • Harassment and exploitation in relationships, including physical and emotional abuse and how to respond 	<p>actions, and develop strategies that will positively impact their actions and apply this in their relationships</p>
<p>Keeping Safe</p>	<p>Children can explain:</p> <ul style="list-style-type: none"> • About safe and unsafe situations indoors and outdoors, including online • That they can ask for help from their special people • That they are entitled to bodily privacy • That they can and should be open with 'special people' they trust if anything troubles them • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest 	<p>Children can explain:</p> <ul style="list-style-type: none"> • Some safe and unsafe situations, including online • The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them • How to resist pressure when feeling unsafe • That they are entitled to bodily privacy • That there are different people we can trust for help, especially those closest to us who care for us, including 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That their increasing independence brings increased responsibility to keep themselves and others safe • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That their increasing independence brings increased responsibility to keep themselves and others safe • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter

	<ul style="list-style-type: none"> • That medicines should only be taken when a parent or doctor gives them to us • That medicines are not sweets • That we should always try to look after our bodies because God created them and gifted them to us • That there are lots of jobs designed to help us • That paramedics help us in a medical emergency • That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance 	<p>our parents or carers, teachers and our parish priest</p> <ul style="list-style-type: none"> • That medicines are drugs, but not all drugs are good for us • That alcohol and tobacco are harmful substances • That our bodies are created by God, so we should take care of them and be careful about what we consume • That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade • That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999 • Some basic principles of First Aid 	<p>inappropriate materials or messages</p> <ul style="list-style-type: none"> • How to use technology safely • That bad language and bad behaviour are inappropriate • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • To judge well what kind of physical contact is acceptable or unacceptable and how to respond • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest • That medicines are drugs, but not all drugs are good for us • That alcohol and tobacco are harmful substances • That our bodies are created by God, so we should take care of them and be careful about what we consume • That in an emergency, it is important to remain calm • That quick reactions in an emergency can save a life 	<p>inappropriate materials or messages</p> <ul style="list-style-type: none"> • What the term cyberbullying means and examples of it • What cyberbullying feels like for the victim • How to get help if they experience cyberbullying • What kind of physical contact is acceptable or unacceptable and how to respond • That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests • The effect that a range of substances including drugs, tobacco and alcohol can have on the body • How to make good choices about substances that will have a positive impact on their health • That our bodies are created by God, so we should take care of them and be careful about what we consume • How they may come under pressure when it comes to drugs, alcohol and tobacco • That they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies
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Module 3

<p>Religious Understanding</p>	<p>Children can express:</p> <ul style="list-style-type: none"> • 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 • 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 • That no matter how small our offerings, they are valuable to God and He can use them for His glory 	<p>Children can explain</p> <ul style="list-style-type: none"> • 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 • 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>Children can describe that:</p> <ul style="list-style-type: none"> • God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' • The human family can reflect the Holy Trinity in charity and generosity • The Church family comprises home, school and parish (which is part of the diocese) 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity • That the Holy Spirit works through us to bring God's love and goodness to others • The principles of Catholic Social Teaching • That God formed them out of love, to know and share His love with others
<p>Living in the Wider World</p>	<p>Children can express:</p> <ul style="list-style-type: none"> • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. 	<p>Children can explain:</p> <ul style="list-style-type: none"> • 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. 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That God wants His Church to love and care for others • Practical ways of loving and caring for others 	<p>Children can explain:</p> <ul style="list-style-type: none"> • How to apply the principles of Catholic Social Teaching to current issues • Ways in which they can spread God's love in their community

	<ul style="list-style-type: none">• That we have a duty of care for others and for the world we live in (charity work, recycling, etc)• About what harms and what improves the world in which they live	<ul style="list-style-type: none">• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)• What harms and what improves the world in which we live in simple terms		
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