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

	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,</u> <u>Shoulders, Knees</u> <u>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</u> <u>places – watch the</u> <u>Classroom Short</u> <u>entitled 'What was</u>	<u>1 DECISION</u> <u>Story: Pink Goes to</u> <u>School</u> <u>Dilemma: Red's play</u> <u>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,</u> <u>new places –</u> <u>watch the</u> <u>Classroom Short</u> <u>entitled 'God</u> never changes'	1 DECISION <u>Story: Blue</u> <u>learns to share</u> <u>Talking and</u> <u>Sorting Cards:</u> <u>sort the 'this is</u> <u>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

					(d. t. t. d.		tu u u tiu
	it like?' and 'My	Character trait: Try	Dut du th's thousach		<u>'this is not</u>	very beautiful	in continuous
	<u>Classroom'</u>	new things	But do this through	Virtue: Class	<u>sharing' cards</u>	p17	provision.
			10/10 Madala 1 Unit 2	virtue focus	EDV Markaul	E a la marte de la com	
	Character trait: Try		Module 1 Unit 2		<u>FBV – Mutual</u>	Explore this by	
	new things		<u>I am me</u>	Character trait:	<u>respect and</u>	using also the	
			Vistor Classister	Try new things	<u>tolerance</u>	Equaliteach	
			Virtue: Class virtue			book 'Our Skin,	
			focus		Character trait:	a first	
					Try new things	conversation	
						about race' by	
						Megan	
						Maddison.	
						<u>Our skin</u>	
						<u>FBV – Mutual</u>	
						<u>respect and</u>	
						<u>tolerance</u>	
						Protected	
						characteristics:	
						Race	
Sticky	To be able to talk	To know how to treat	To know what	To understand	To know it is	To understand	
Knowledge	about likes and	our friends	makes you different	God's love for us	good to share	ways, we can	
	dislikes. Similarities				<i>y</i> · · · · · · · · · · · · · · · · · · ·	be different	
	and differences.						
Vocabulary	Difference	Friendship	Dignity	Unconditional	Sharing	Race	
	environment	share	love	love	friendship	difference	
Year 1/2	<u>10/10</u>	<u>EQUALITEACH</u>	<u>CARITAS</u>	<u>10/10</u>	EQUALITEACH	<u>EQUALITEACH</u>	Try a new food
Cycle A	<u>I am unique</u>	Focus on racial	The Dignity of the	<u>Who is my</u>	Focus on racial	Read 'The Same	at lunch time.
		equality 'My world,	Human Person –	<u>neighbour?</u>	equality 'My	but different' –	
	<u>FBV – Mutual</u>	your world' story	God loves us equally		friend Jamal'	share the picture	Play with a new
	<u>respect and</u>	book by Melanie	as his children p23	<u>FBV – Mutual</u>	story book by	book and	friend.
	tolerance	Walsh		<u>respect and</u>	Anna McQuinn	discuss	
			<u>FBV – Mutual</u>	<u>tolerance</u>		difference by	Play with a
		<u>FBV – Mutual respect</u>	<u>respect and</u>			Molly Potter	different toy (link
		and	tolerance			-	to History topic).

		tolerance Protected characteristics: Race			FBV — Mutual respect and tolerance Protected characteristics: Race: Race	(Ensure difference is discussed and celebrated) FBV – Mutual respect and tolerance Protected characteristics: Various	
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	<u>10/10</u> <u>Change is all</u> <u>around</u> plus <u>classroom shorts</u> – Super Suit Character Trait: Try new things	<u>10/10</u> <u>Beginnings and</u> <u>endings</u> plus <u>classroom shorts</u> – Change and grow Character Trait: Try new things <i>Virtue: Class virtue</i> <i>focus</i>	<u>10/10</u> <u>Needs and Wants</u> and accompanying classroom short <u>'Want or need?'</u> <u>FBV – Mutual</u> <u>respect and</u> <u>tolerance</u>	EQUALITEACH Reject Racism ' Universal Values' Intro the British value of Mutual respect and tolerance of those with different faiths and beliefs Hats of faith continued	EQUALITEACH 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</i> <i>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.

				FBV – Mutual	really		
				respect and	disappointed		
				tolerance	when he finds		
					out that Radu		
				Virtue: Class	doesn't speak		
				virtue focus	any English.		
				vi ue jocus	Now he will		
				Character trait:	never find out		
				Try new things	about building –		
				The new aways	or will he?		
				FBV – Mutual	<u>FBV – Mutual</u>		
				respect and	respect and		
				tolerance	tolerance		
				wierune	www.		
				Protected	Protected		
				characteristics:	characteristics:		
				Religion	Race/EAL		
				Keligion			
Sticky	To understand	To understand ways	To know the	To understand	To understand	Know that	
knowledge	ways you will	you will change and	difference between	what is racism?	ways that	loving each	
	change and grow	grow	needs and wants		people are	other makes us	
	0 0	0			different.	stronger	
Vocabulary	Change	Change	Needs	Racism	Race	Human	
	grow	Grow	wants	rejection	equality	dignity	
Year 3/4	<u>EQUĂLITEACH</u>	EQUALITEACH	10/10		1 DECISION	1 DECISION	
Cycle A	Read 'My world,		Y3: Respecting our	10/10	Touch	<u>(1 decision)</u>	Try to play in a
	your world' and	Read 'Nadia's hands'	<u>bodies</u>	Year 4:	Looks at	Touch	different area during
	complete a short	by Karen English		What is puberty?	appropriate and	Looks at	OPAL.
	activity about	(book about Asian			inappropriate	appropriate and	Try a new after
	celebrating	culture)			touch and	inappropriate	school club.
	difference.				enables children	touch and	
		<u>FBV – Mutual respect</u>			to explore who	enables children	
	(Equaliteach)	and tolerance			they can talk to	to explore who	
					if they are	they can talk t σ	
	<u>FBV – Mutual</u>				uncomfortable)	if they are	
	<u>respect and</u>				(Relationships	uncomfortable)	
	tolerance	1	1	1	5-8)		

	Protected characteristics: Various	Protected characteristics: Race and Religion				(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	<u>10/10</u> <u>We don't have to</u> <u>be the same</u> <u>FBV – Mutual</u> <u>respect and</u> <u>tolerance</u> <i>Protected</i> <i>characteristics:</i> <i>Various</i>	EQUALITEACH Read 'My Friend, Jamal' and discuss and celebrate the differences FBV – Mutual respect and tolerance Protected characteristics: Race	<u>10/10</u> <u>Y3: Respecting our</u> <u>bodies</u>	<u>10/10</u> <u>Year 4:</u> <u>What is</u> <u>puberty?</u>	<u>1 DECISION</u> <u>Relationships</u> <u>(Appropriate</u> <u>touch)</u>	<u>1 DECISION</u> <u>Relationships</u> (<u>Appropriate</u> <u>touch</u>)	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>	<u>10/10</u> <u>Types of Abuse</u>	<u>10/10</u> <u>Types of Abuse</u>	<u>10/10</u>	

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<u>https://equaliteach.co.uk/d</u> <u>ownloads/EqualiTeach-</u>	<u>https://equaliteach.co.uk/</u>	Caritas – The			<u>Types of Abuse</u>	-Try a new
Universal-Values.pdf	<u>downloads/EqualiTeach-</u> <u>Universal-Values.pdf</u>	Dignity of the	PLEASE STOP	PLEASE STOP	<u>classroom shorts</u>	activity at lunch
	Oniversal Values.pag	Human Person –	BEFORE YOU	BEFORE YOU	<u>–</u> Marriage can't	time (sport)
Ahmed's story –	Alexand's store in 82	Each person is	GET TO THE	GET TO THE	be forced,	
p82-3 of	Ahmed's story – p82-	unique and	OPTIONAL	OPTIONAL	Against the law	-Apply to be a
Equaliteach	3 of Equaliteach	irreplaceable –	SESSION FGM	SESSION FGM	(honour based	Chaplain/ Sports
Lyuumeur		everyone matters	WITHIN	WITHIN	violence and	lead etc.
	Ask the young people	p28	SESSION 3	SESSION 3	human	
Ask the young	to work in groups on	μεσ	SESSION S	3L331011 3	trafficking)	-learn some new
people to work in	their table. Hand out	Virtue: Class virtue			u ujpicku iy)	
groups on their	copies of the story				EDV Markaul	Spanish
table. Hand out	cards. Ask the young	focus			<u>FBV – Mutual</u>	vocabulary.
copies of the story	people to read				respect and	
cards. Ask the	through the story				<u>tolerance and</u>	-Take part in a
young people to	cards and put them in				<u>Rule of Law</u>	house event.
read through the	order. Go through the	<u>FBV – Mutual</u>				
story cards and put	order of their stories	<u>respect and</u>			Protected	
them in order. Go	with them, stopping	<u>tolerance</u>			characteristics:	
through the order of	after some of the				Religion, Race,	
their stories with	cards to facilitate a	Protected			Gender,	
them, stopping	0	characteristics:			Marriage	
after some of the	discussion about	Various			U	
cards to facilitate a	what they think will					
discussion about	happen next or what					
what they think	Ahmed could do					
U	about his treatment:					
will happen next or						
what Ahmed could	<u>FBV – Mutual respect</u>					
do about his	and tolerance					
treatment:						
<u>FBV – Mutual</u>	Protected					
<u>respect and</u>	characteristics: Race					
<u>tolerance</u>	and Religion					
Protected						
characteristics:						
Race and Religion						
U						

Sticky	Know ways to	Know ways to	To know we are all	To distinguish	To distinguish	To understand	
Knowledge	identify and	identify and combat	special and	between	between	forced marriage	
	combat	discrimination	irreplaceable	different types	different types	an human	
	discrimination			of abuse	of abuse	trafficking	
Vocabulary	Equality	Equality	Irreplaceable	Abuse	Abuse	Trafficking	
	respect	respect	unique	Physically	Physically	abuse	
				Emotional	Emotional		
				neglect	neglect		
Year 5/6	<u>EQUALITEACH</u>	<u>10/10</u>	<u>10/10</u>	<u>10/10</u>	<u>10/10</u>	Caritas – The	-Try a new
Cycle B	Read 'My Dad, the	<u>Under Pressure</u>	<u>Under Pressure</u>	<u>Do you want a</u>	<u>Do you want a</u>	Dignity of the	activity at lunch
	Hero'			<u>piece of cake?</u>	<u>piece of cake?</u>	Human Person –	time (sport)
		<u>FBV – Individual</u>	<u>FBV – Individual</u>	CONSENT	CONSENT	People matter	
	Story on equalities	<u>liberty and Rule of</u>	<u>liberty and Rule of</u>			more than	-Apply to be a
	focussing on	law	law		<u>FBV –</u>	possessions.p 29	Chaplain/ Sports
	EAL/Race and that			<u>FBV –</u>	Individual		lead etc.
	the dad's super			<u>Individual</u>	<u>liberty and Rule</u>		
	power is the fact			<u>liberty and Rule</u>	<u>of law</u>		-learn some new
	that he can speak			<u>of law</u>			Spanish
	another language						vocabulary.
							-Take part in a
	<u>FBV – Mutual</u>						house event.
	<u>respect and</u>						
	<u>tolerance</u>						
	Protected						
	characteristics:						
	Race/EAL						
Sticky	To understand	To recognise how	To undomtand near	To understand	To know it is ok	Know there is	
Knowledge	ways in which we	pressure makes us	To understand peer	what body			
0	are different	feel	pressure	0	to say no	more important things in life	
	u e ufferen	jeei		autonomy is		than	
						possessions	
Vocabulary	Equality	Peer Pressure	Peer Pressure	Peer Pressure	Peer Pressure	Human	
f o custanti g		Body autonomy	Body autonomy	Body autonomy	Body autonomy	dignity	
	respect	Bouy autorionity	bouy autorionity	bouy unononity	Body ano willing	uyiuy	

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</u> <u>toilet</u>	<u>10/10</u> <u>Orange feels</u> <u>worried</u>	<u>CST</u> <u>Rights and</u> <u>Responsibilities</u> How do we	EQUALITEACH Read 'Hudson hates school'	<u>10/10</u> <u>I like, you like,</u> <u>we all like</u>	Support children in areas they feel less comfortable in e.g. climbing, riding a bike. Gradually reduce level of
			Exploring emotions	show kindness to others?	Discuss why Hudson is different		support.
			Character Trait: Push Themselves	Virtue: Class virtue focus	and finds school difficult		Support children in getting dressed and putting on shoes independently.
					Protected characteristics - Disability		
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</u>	Anti Bullying lessons during	<u>CARITAS</u>	<u>10/10</u> <u>Ready Teddy</u>	NSPCC Pants rule	<u>CARITAS</u> Solidarity and	Try a new healthy food.
	<u>Knees and Toes</u> <u>(HSB)</u>	RE <u>10/10</u> Module 2, Unit 2 Session 2 <u>You've</u>	Solidarity and the common good – We are all friends p101	(Healthy lifestyle decisions)	materials <u>https://www.nspcc</u> <u>.org.uk/keeping-</u> <u>children-</u> <u>safe/support-for-</u>	the common good – We play together in love and peace p102	Make up a new game to play with others.

	<u>got a friend in</u>			parents/pants-		
	me		Character Trait:	underwear-rule/		
	inte	Virtue: Class	Push	<u>unuer weur Tuier</u>	Virtue: Class	
	10/10					
	<u>10/10</u>	virtue focus	Themselves		virtue focus	
	Module 2, Unit 2					
	Session 3				<u>FBV – Mutual</u>	
	<u>Forever friends</u>				<u>respect and</u>	
	, C				tolerance	
	<u>1 DECISION</u>					
	<u>Story: Blues'</u>					
	<u>Best Friend</u>					
	Talking and					
	Sorting Cards:					
	<u>friendly/unfrien</u>					
	<u>dly behaviour</u>					
	Dilemma/Scena					
	rio: Making					
	friends. <u>Blue</u>					
	would like to					
	<u>play with red</u>					
	and yellow but					
	isn't sure how to					
	play the game.					
	<u>What can we do</u>					
	to help?					
	<u>w nequ:</u>					
	Story: <u>Why</u>					
	<u>does purple play</u>					
	<u>differently to</u>					
	<u>us?</u>					
	Talking and					
	Sorting Cards:					
	Discuss photos					
	which may help					
	<u>children on the</u>					
	autistic					
	<u>spectrum.</u>					

Dilemma/Scena			
rio: <u>Green</u>			
<u>dilemma drop –</u>			
Pink often wears			
headphones			
because of			
<u>noise, Green is</u>			
<u>confused by</u>			
<u>this. How can</u>			
<u>we help Green</u>			
<u>understand?</u>			
<u>Story:</u> Green			
<u>gets glasses</u>			
<u>Talking and</u>			
<u>Sorting Cards:</u>			
<u>sorting helpful</u>			
and unhelpful			
cards			
Dilemma/Scena			
rio: <u>Worrying</u>			
and adjusting to			
<u>change –</u>			
worrying about			
what your			
<u>friends might</u> <u>say about your</u>			
<u>new glasses.</u>			
<u>Terr guisses.</u>			
Equalities:			
Disability			
Virtue: Class			
virtue focus			
<u>FBV – Mutual</u>			
<u>respect and</u>			
tolerance			
 ·			

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

Sticky Knowledge	To understand the similarities and differences	FBV – Mutual respect and tolerance Protected characteristics: Gender 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	EQUALITEACH	DURING RE	CARITAS	CARITAS	1 Decision	10/10	Learn to tie shoelaces.
Cycle B	'Happy butterfly'	LESSONS IN	Solidarity and	Solidarity and	Body Language	<u>Super Susie</u>	
	by Pippa	ANTI BULLYING	the common	the common	<u>(Relationships)</u>	<u>Gets Angry</u>	Learn to tie your tie.
	Goodheart	WEEK AND IN	good – We build	good			
	Focus discussion	<u>PHSE/RSE/CST</u> <u>SLOT</u>	together a community of	We celebrate			Practice your spellings
	on physical	<u>5201</u>	peace p106	together			every night.
	disability	<u>1 Decision</u>	L L	P106			
	(wheelchair	<u>Bullying</u>					
	user)	<u>(Relationships)</u>	Virtue: Class				
		Online Pulluing	virtue focus	Virtue: Class			
	Virtue: Class	<u>Online Bullying</u> <u>(Computer</u>	<u>FBV – Mutual</u>	virtue: Class virtue focus			
	virtue focus	<u>Safety)</u>	<u>respect and</u>	va uce jocus			
	<i>g</i>		<u>tolerance</u>				

	<u>FBV – Mutual</u> <u>respect and</u>	Image Sharing		<u>FBV – Mutual</u> <u>respect and</u>			
	tolerance	<u>(Computer</u>		tolerance			
	wierwice			wierwice			
	Protected	<u>Safety</u>)					
	characteristics:	Computer Salety					
		Computer Safety					
	Disability	<u>Documentary</u> <u>(Computer</u>					
		<u>(Conputer</u> <u>Safety)</u>					
		<u>Surey</u>					
		<u>10/10</u>					
		<u>Real life online</u>					
		<u>Real ige onaite</u>					
		<u>Rules to help us</u>					
		11000 00 11000 000					
		Virtue: Class					
		virtue focus					
		0					
		<u>FBV – Mutual</u>					
		<u>respect and</u>					
		<u>tolerance</u>					
Sticky Knowledge	To understand	To explore	To know ways	To know ways	To know how to	To know how to	
Kitowieuge	that we are all	friendships and	we can all work	we can all work	share emotions	share emotions	
	different	ways to behave.	together for	together for	safely	safely	
			peace	peace			
		Know how to					
		stay safe online.					
Vocabulary	E and the	Europetin		C alial antitud	Europhise :	Europetti europ	
vocubutury	Equality	Emotions	Solidarity	Solidarity	Emotions	Emotions	
	disability	Safety Sharing	Common good	Common good	feelings	feelings	
		Sharing					

		online					
Year 3/4	<u>10/10</u>	<u>1 DECISION</u>	<u>CARITAS</u>	<u>10/10</u>	<u>EQUALITEACH</u>	<u>CARITAS</u>	
(Cycle A)	<u>What am I</u>	Online bullying	Rights and	<u>I am thankful</u>	Freddie and the	Rights and	Spend 10 minutes every
	<u>feeling?</u>	<u>(Computer</u>	responsibilities–		High Flying Kick	responsibilities-	night on TTRS
		<u>Safety</u>)	Barriers to		book to be read -	Finding	
			happiness		Meet Freddie, a	happiness with	Write a book review about
					young boy who	each other	something you have read.
					loves to play	P137	
		Virtue: Class			football, has a		
		virtue focus			brother called		
					Frankie and a frame		
		<u>FBV – Mutual</u>			to help him walk. At school Freddie is	Virtue: Class	
		<u>respect and</u>			often excluded from	virtue focus	
		<u>tolerance</u>			games at break time;		
					the other children	<u>FBV – Mutual</u>	
					don't know how to	<u>respect and</u>	
					include him and this	<u>tolerance</u>	
					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)		
					Virtue: Class virtue		
					focus		
					FBV – Mutual		
					respect and		
					<u>tolerance</u>		

					Protected characteristics: Disability		
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)	<u>10/10</u> What am I Looking at?	<u>1 Decision</u> <u>Making friends</u> <u>online</u> (<u>Computer</u> <u>Safety)</u> <i>Virtue: Class</i> <i>virtue focus</i>	<u>CARITAS</u> Rights and responsibilities- Helping each other make the right choices P 137 <i>Virtue: Class</i> <i>virtue focus</i> <u>FBV – Individual</u> <u>Liberty</u>	<u>10/10</u> Lifecycles	EQUALITEACH Different – A great thing to be! Book to read and discuss Equalities: Disability (Down's syndrome) Virtue: Class virtue focus FBV – Mutual respect and tolerance Protected characteristics: Disability	CARITAS Rights and responsibilities– Fair shares for all p138 Virtue: Class virtue focus FBV – Mutual respect and tolerance Protected characteristics: Disability	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	reasons behind		lifecycles from			
	messages	them		conception			
Vocabulary	Internet	Restrictions	Rights	<u>Life cycle</u>	Disability	Rights	
	Television	Online	responsibilities	<u>conception</u>	equality	responsibilities	
	Online platforms	safety					
Year 5/6	<u>EQUALITEACH</u>	<u>Anti-Bullying</u>	<u>10/10</u>		<u>10/10</u>	CARITAS	
(Cycle A)		<u>Week</u>	<u>Sharing isn't</u>	<u>10/10</u>	<u>Girls bodies</u>	Option for the	-Push yourself to speak out
	The Superhero	<u>1 Decision</u>	<u>always caring</u>	<u>Gifts and</u>	<u>Boys bodies</u>	poor and	in class during a debate.
	Brain –			talents	(Split gender	vulnerable –	
	Explaining	<u>DURING RE</u>	<u>Plus classroom</u>		groups)	Why are some	-to share a new method
	autism to	<u>LESSONS and</u>	<u>short – content</u>			parts of our	you have learnt in maths.
	empower kids	PSHE LESSONS	<u>consumers</u>			area richer or	
						poorer than	-to try a new activity at
	Book to read		Character trait:			others?	home or school.
	and discuss	<u>1 DECISION</u>	Push yourselves			P171	
	neurodiversity	Image Sharing					
	and how this	<u>(Computer</u>	Virtue: Class				
	might present /	<u>Safety)</u>	virtue focus			Virtue: Class	
	how to be					virtue focus	
	inclusive		<u>FBV – Mutual</u>				
		<u>1 DECISION</u>	<u>respect and</u>			<u>FBV –</u>	
	DISABILITY	<u>Making friends</u>	<u>tolerance</u>			Individual	
	FOCUS – ASD –	online				<u>Liberty</u>	
	Sensory needs	<u>(Computer</u>					
		<u>Safety)</u>					
	Virtue: Class	<u>10/10</u>					
	virtue focus	<u>Self Talk</u>					
	, a care ye care	<u></u>					
	FBV – Mutual						
	respect and	Character trait:					
	tolerance	Push yourselves					
	<u></u>	0					
	Protected	Virtue: Class					
	characteristics:	virtue focus					
	Disability	σ					
	σ						
				1			<u> </u>

Sticky Knowledge	To understand ways that we are different	FBV – Mutual respect and tolerance 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)	EQUALITEACH Read, 'He's not naughty' by Deborah Brownson Book to read and discuss the need for inclusion and understanding Equalities: Disability – ASD Virtue: Class virtue focus FBV – Mutual respect and tolerance	Anti-Bullying <u>Week</u> <u>1 Decision</u> <u>10/10</u> Cyberbullying <u>1 DECISION</u> <u>Inclusion and</u> <u>Acceptance</u> <u>10/10</u> <u>Build others up</u> (Equality act, protected character trait: <i>Push yourselves</i> <i>Virtue: Class</i> <i>virtue focus</i> <u>FBV – Mutual</u> <u>respect and</u> <u>tolerance</u>	<u>10/10</u> Body Image Virtue: Class virtue focus FBV — Mutual respect and tolerance	<u>10/10</u> Body Image Virtue: Class virtue focus FBV — Mutual respect and tolerance	Y5 <u>10/10</u> Gifts and talents	<u>10/10</u> <u>Girls bodies</u> <u>Boys bodies</u> (Split gender groups)	-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.

	Protected characteristics: Disability	Protected characteristics: Various					
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								
F	ocus or	r British Values	; and Gender Equal	ity					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities 'Improve' and 'Work hard'	

	Equaliteach	1 Decision	10/10	10/10	CST	1 decision	Challenge
	Read 'The Flying	<u>Pink feels sad</u>	<u>Safe inside and out</u>	<u>Safe inside and out</u>	Options for the	<u>I decisión</u> <u>Green Dilemma</u>	children to make
	Diggers' by Julia	<u>Putic jeets suu</u>	<u>Suje insule unu our</u>	<u>Supe inside dita ota</u>			
	Hubery	Exploring emotions	NSPCC – PANTS	NSPCC – PANTS	poor	<u>drops</u>	improvements to
	Πubery/	Exploring enduoris	NSPCC - PANTS	NSPCC - PAINTS		What should	their creations
	Protected		FBV – Individual	FBV – Individual	How do we	<u>green do?</u>	e.g. artwork,
	characteristic -		<u>Liberty</u>	<u>Liberty</u>	show Kindness	green uu:	construction
	gender		Liberty	<u>Luter up</u>	to the poor?		area. Ask
	gertuer				w ute poor:		questions and
					FBV – Mutual		model new ideas
					respect and		to improve.
					tolerance		
							Working hard in
							group focus
							sessions.
2°							Holding longer
ISE							focus during
Nursery							carpet times.
Sticky	To understand	Understand ways to deal	To understand that	To understand that	Know ways to	Understand	
Knowledge	ways that we are	with your emotions	privates are private	privates are private	show kindness	ways to deal	
	different	ð	I I	I I	to others	with your	
	00					emotions	
Vocabulary	Gender	Emotions	PANTS	PANTS	Poverty	Emotions	
	differences	sadness	Safety	Safety	kindness	anger	
	00		0 0	0 0		0	
EYFS	10/10	1 DECISION	CARITAS	<u>10/10</u>	1 DECISION	CARITAS	
	<u>- I like, you like,</u>	Story: Blue explores road	Caritas – Option for the	<u>All the feelings</u>	Story: <u>Green's</u>	Caritas –	Try sharing a
	<u>we all like!</u>	safety	poor and vulnerable –	ũ ũ	<u>daddy moves</u>	Option for the	piece of fruit
		Talking and Sorting	God's gifts are for		out	poor and	fairly with
		Cards:	everyone		Dilemma Drops:	vulnerable –	someone else.
	<u>FBV – Mutual</u>	– <u>Blue is playing tennis</u>	-		<u>Blue Feels Sad</u>	Learning to	
	<u>respect and</u>	<u>in the park. The ball goes</u>			Talking Cards:	share our toys	Try painting a
	tolerance	out on to the road. What	Virtue: Class virtue		<u>Pink Misses</u>	and food with	picture to show
		<u>can blue do?</u>	focus		<u>Mummy</u>	our friends so	different
							•••
							emotions.

	Protected characteristics: Various	<u>Dilemma/Scenario:</u> <u>Road safety –</u> <u>FBV – Rule of Law</u>	<u>FBV – Individual</u> <u>Liberty</u>			that everybody has enough <i>Virtue: Class</i> <i>virtue focus</i> <u>FBV –</u> <u>Individual</u> <u>Liberty</u>	
	To understand we all have different likes and dislikes	Understand ways to keep yourself safe.	<u>T</u> o 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	<u>T</u> o 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 A	EQUALITEACH 'I could be, you could be' – by Karen Owen and Barroux – Focus on gender equality and careers Character trait: Improve/Work Hard Virtue: Service FBV – Mutual respect and tolerance	EQUALITEACH 'Pass it Polly' – by Sarah Garland – Gender equality focus Link to FBV – Mutual respect and tolerance FBV – Mutual respect and tolerance Protected characteristics: Gender	<u>CARITAS</u> Option for the poor and vulnerable – Some of God's family have plenty of food, toys and clothes. Some don't. p157	<u>10/10</u> Special People Character trait: Improve/Work Hard Virtue: Class virtue focus	<u>1 DECISION</u> <u>Helping</u> <u>someone in need</u> <i>Virtue: Class</i> <i>virtue focus</i> <u>FBV – Mutual</u> <u>respect and</u> <u>tolerance</u>	CARITAS Option for the poor and vulnerable – Exploring the feelings of those who have plenty and those who have little. P157 FBV – Mutual respect and tolerance	Try to improve your handwriting in all subjects. Try to improve the quality of your drawings in all subjects. Complete all of your work.

Sticky Knowledge	Protected characteristics: Gender To understand ways that we are	To understand ways that we are different	To know it is important to share the World's	To know we have people around us	To know ways we can help in	To know it is important to	
	different		resources fairly.	who love us and are there to help us.	the community.	share the World's resources fairly.	
Vocabulary	Gender	Gender	Poverty	Trusted	Community	Poverty	
	equality	equality	responsibility	Loved	Assist	responsibility	
				help	care		
Year 1/2	EQUALITEACH	EQUALITEACH	<u>EQUALITEACH</u>	<u>1 DECISION</u>	CARITAS	CARITAS	Become more
Cycle B	Read 'Kave Tina	Read and discuss 'Dogs	Devid (The Moment	I talatan ana ana ana ta	Option for the	Option for the	independent and
	Rox' and talk	don't do ballet' in	Read 'The Worst	Helping someone in	poor and	poor and	edit work.
	about gender	relationship to gender	Princess' and talk about	<u>need</u> (Being men meihle)	vulnerable –	vulnerable –	
	stereotypes - Link to FBV – Mutual	expectations – please see	gender stereotypes - Link to FBV – Mutual	(Being responsible)	Working together to make	Who needs our	Join your
	respect and	р61	respect and tolerance	Character trait:	our family	help? How can we help?p168	handwriting.
	tolerance	https://equaliteach.co.uk	respect unit wierunce	Improve/Work	happy.	we neep: pi00	Help someone
	weinice	/downloads/		Hard	Exploring justice	Character trait:	with their work.
	FBV – Mutual	EqualiTeach-Outside-	<u>FBV – Mutual respect</u>	That a	and fairness.	Improve/Work	
	respect and	The-Box.pdf	and tolerance	Virtue: Class virtue	p168	Hard	
	tolerance	After reading and		focus	pice	11010	
		discussing the book,	Protected	8	Character trait:	Virtue: Class	
	Protected	solicit unfair ideas and	characteristics: Gender	FBV – Individual	Improve/Work	virtue focus	
	characteristics:	expectations that the		Liberty	Hard	0	
	Gender	class are aware of about				<u>FBV – Mutual</u>	
		boys and girls, such as			Virtue: Class	<u>respect and</u>	
		'girls can't play football',			virtue focus	<u>tolerance</u>	
		'boys can't wear pink'					
		etc. Agree that these			<u>FBV – Mutual</u>		
		ideas are false, unfair			<u>respect and</u>		
		and can hurt people's			<u>tolerance</u>		
		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			
<u>FBV — Mutual respect</u> <u>and tolerance</u>			
Pr o tected characteristics: Gender			

Year 3/4		<u>10/10</u>	EQUALITEACH	EQUALITEACH	<u>EQUALITEACH</u>	EQUALITEACH	Make sure you
(Cycle A)	<u>10/10</u>	Y3:	<u>https://equaliteach.co.</u>	<u>Continuation of</u>	<u>P64 of</u>	<u>Continuation</u>	are using a ruler
	<u>Y3: Jesus my</u>	The Sacraments	<u>uk/downloads/</u>	<u>P63</u>	<u>Equaliteach</u>	<u>of P64 of</u>	for all your dates
	<u>friend</u>		Use Catholic Social			<u>Equaliteach</u>	and titles
		Y4: <u>Changing bodies</u>	Teaching to challenge		Space invaders		
	<u>Y4: Changing</u>	including <u>session 5</u>	ideas younger pupils		activity linked to	Space invaders	Try to join all
	bodies	Male/Female Discussion	may have about what		gender	activity linked	your
		groups	boys, girls, men and		stereotypes	to gender	handwriting and
			women 'can't' or			stereotypes	work towards a
			'should' doTell the		Equality: Gender		
		<u>Anti-Bullying Week</u>	class that they will now				pen licence.
		10/10	have a chance to learn		<u>FBV – Mutual</u>		
		When things feel bad	about a real-life		<u>respect and</u>	<u>FBV – Mutual</u>	
		<u>(Bullying)</u>	weightlifter. Introduce		<u>tolerance</u>	respect and	
		Sharing miling	the role model (in the		Protected	<u>tolerance</u>	
		<u>Sharing online</u>	case of the weightlifter, Amna Al Haddad)		characteristics:	Protected	
		Chatting online	Facilitate a discussion		Gender	characteristics:	
		<u>Criticity or the</u>	about young peoples'		Geriller	Gender	
			responses to the real-			Geruler	
		FBV - Mutual respect	life role model.				
		and tolerance, Rule of	ige fote mouel.				
		Law and Individual	Character trait:				
		Liberty	Improve/Work Hard				
		Protected characteristics:	<u>FBV – Mutual respect</u>				
		Gender	and tolerance				
			Protected				
			characteristics: Gender				

Year 3/4	<u>10/10</u>	<u>10/10</u>	1 DECISION	1 DECISION	EQUALITEACH	EQUALITEACH	-Complete a full
(Cycle B)	<u>Y3: Jesus my</u>	Y3:	Worry	Anger	Read 'Pass it	Creating	page of
	friend	The Sacraments			Polly'	posters to	independent
	<i>o</i>				0	showcase how	writing on a Star
	Y4: Changing	Y4: <u>Changing bodies</u>	Character trait:	Character trait:	Read and	you can be	Write.
	<u>bodies</u>	including <u>session 5</u>	Improve/Work Hard	Improve/Work	discuss gender	whatever you	
		Male/Female Discussion		Hard	stereotypes	want to be	
		<u>groups</u>				linked to the	
					Equality: Gender	gender	-Complete a piece
		<u>Anti-Bullying Week</u>			Equality	equality theme	of work that is
		10/10					neat enough for
		<u>When things feel bad</u>				<u>FBV – Mutual</u>	the display board.
		<u>(Bullying)</u>				<u>respect and</u>	-Spend 5 minutes
					<u>FBV – Mutual</u>	<u>tolerance</u>	completing self
		<u>Sharing online</u>			respect and	Durationstand	assessment and
		Chatting miling			<u>tolerance</u>	Protected characteristics:	checking for full
		<u>Chatting online</u>			Protected	Gender	stops and capital
		Character trait:			characteristics:	Geriller	letters.
		Improve/Work Hard			Gender		
		πμονεγνιοικπαιά			Oerider		
		Values: Service					
		Values, Service					
		<u>FBV – Mutual respect</u>					
		and tolerance					
		Protected characteristics:					
		Gender					
Year 5/6	<u>1 DECISION</u>	<u>10/10</u>	Y5	Y5	<u>CARITAS</u>	<u>CARITAS</u>	
(Cycle A)	<u>British Values</u>	Classroom Shorts	<u>10/10</u>	<u>10/10</u>	Solidarity and	Solidarity and	-Use your purple
		Recognise, Respond and	<u>Peculiar Feelings</u>	<u>Peculiar Feelings</u>	the common	the common	pens to edit a
		<u>Stereotypes</u>			good – I listen	good -We walk	piece of work
			Y6	Y6	to you with my	together as	
	<u>FBV – All</u>		<u>10/10</u>	<u>10/10</u>			

		(Prejudice, discrimination and protected characteristics) FBV – Mutual respect and tolerance Protected characteristics: All	<u>Seeing Stuff online</u> <u>(Pomography)</u> <u>FBV – Rule of law,</u> individual liberty	<u>Seeing Stuff online</u> (Pomography) <u>FBV – Rule of law,</u> individual liberty	ears, eyes, heart and mind p109 Character trait: Improve/Work Hard Virtue: Class virtue focus FBV – Mutual respect and tolerance	people of peace p109 <u>FBV – Mutual</u> <u>respect and</u> <u>tolerance</u>	 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.
Year 5/6 Cycle B	<u>10/10</u> <u>The Holy Trinity</u>	<u>10/10</u> The Holy Trinity	Y5 <u>10/10</u> <u>Peculiar Feelings</u> Y6 <u>10/10</u> <u>Seeing Stuff online</u> (<u>Pornography</u>) <u>FBV – Rule of lawr,</u> individual liberty	Y5 <u>10/10</u> <u>Peculiar Feelings</u> Y6 <u>10/10</u> <u>Seeing Stuff online</u> (Pomography) <u>FBV – Rule of lawr,</u> individual liberty.	10/10 <u>Emotional</u> <u>Changes</u>	10/10 Emotional Changes	Brush stroke) -Improve your handwriting and try for a pen – if you haven't already received one.

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
	<u>10/10</u>	<u>10/10</u>	<u>EQUALITEACH</u>	<u>1 DECISION</u>	CST	1 DECISION	Show good
	What is the internet?		Read 'My own special	<u>Yellow wants to</u>	SOLIDARITY	Yellow	sitting,
		<u>Play safe online</u>	way' by Mithaa alKhayyat	<u>play with orange</u>	Working with	<u>dilemma drop</u>	looking, and
			_ ,, , , ,		others		listening
			Protected characteristics		Minture Clares	Friendships	during carpet
			Gender/ Religion/Age		Virtue- Class virtue focus		time and small group
					virule jocus		focus
					FBV – Mutual		sessions.
					respect and		
					tolerance		Support
							children to
							stay engaged
స్రా							in an activity
hiastun							for a longer period of
Nu							time.
EYFS	<u>10/10</u>	1 DECISION	<u>CARITAS</u>	<u>10/10</u>	1 DECISION	<u>CARITAS</u>	Try a new
	<u>– Let's get real</u>	Story: <u>Rainbows</u>	Rights and responsibilities	Session 1 –	Story: <u>Rainbow</u>	Rights and	food from
	(Saying Sorry)	<u>food journey</u>	– God wants everyone to	<u>Growing up</u>	<u>visits the seaside</u>	responsibilitie	around the
		Talking and	be happy.p133		Talking and	s – God gives us all we need	world.
	FBV - Mutual respect	Sorting Cards: Food from around			Sorting Cards: ways to stay safe	to be happy.	
	and tolerance	the world and	FBV – Individual liberty		and cool in the	P134	Do a good
	<u></u>	ways in which they	and rule of law		hot weather		deed for
		<u>are eaten.</u>				<u>FBV –</u>	someone else.
		Dilemma/Scenario			<u>FBV – Individual</u>	<u>Individual</u>	
		: <u>Blue has forgotten</u>			liberty and rule of	<u>liberty and</u>	
		<u>her packed lunch</u>			law	<u>rule of law</u>	

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

Year 3/4 (Cycl e A)	<u>10/10</u> Safe in my body. (The FGM Free version) <i>Character trait:</i> <i>Concentrate</i>	10/10 Safe in my body Extended Activities Character trait: Concentrate	Protected characteristics: Religion <u>EQUALITEACH</u> 'Ramadan Moon' – Read and discuss a special holiday from another faith Equality: Other faiths <u>FBV – Mutual respect and tolerance</u> Protected characteristics: Religion	<u>10/10</u> <u>A Time For</u> <u>Everything</u> (Grief focus)	<u>1 DECISION</u> Grief (Feelings and emotions 5-8)	FBV – Mutual respect and tolerance <u>10/10</u> <u>Classroom</u> <u>Shorts linked</u> to Safe in my <u>body –</u> <u>Railways and</u> <u>Water</u> <u>FBV – Rule of</u> <u>law</u> , <u>individual</u> <u>liberty</u>	-Sit appropriately in class -Complete work in the time taken.
Year 3/4 Cycle B	<u>10/10</u> Family, Friends and Others Virtue- Class virtue focus	<u>10/10</u> <u>Family, Friends</u> <u>and Others</u> Extended activities <i>Virtue- Class virtue</i> <i>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> FBV – Mutual respect and tolerance	<u>10/10</u> Critical thinking – targeted marketing online Character trait: Concentrate FBV – Individual Liberty	<u>1 DECISION</u> <u>Jealousy</u> <u>(Feelings and</u> <u>emotions 8-11)</u> <i>Virtue- Class</i> <i>virtue focus</i> <u>FBV – Mutual</u> <u>respect and</u> <u>tolerance</u>	<u>10/10</u> <u>Classroom</u> <u>Shorts linked</u> <u>to Safe in my</u> <u>body – Roads</u> <u>and Digital</u> <u>Character</u> <u>trait:</u> <u>Concentrate</u> <u>FBV – Rule of</u> <u>law,</u> <u>individual</u> <u>liberty</u>	-Recall the Key Vocabulary from the last RE unit. -Write a letter to a child from St. Anne's in Buxton

 Concentrate on recalling key facts from your topic work. Concentrate on adding all the writing features studied and
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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'
	<u>10/10</u>	<u>1 DECISION</u>	1 DECISION	EQUALITEACH	EQUALITEACH	<u>CST</u>	Recognise that we are
	<u>All the</u> <u>feelings</u>	Rainbow feels angry	<u>Pink's screen time</u>	Read 'The Pirate of Kindergarten	Read 10,000 dresses by	<u>Promoting Peace</u>	all different and special in our own
	Jeenings			by George Ella	Marcus Ewert	How do we treat others	ways. Think about
				Lyon		who are different to us	how we look different,
						or do things we don't	have different families,
				Protected characteristics		like?	pets etc.
				Disability			Recognise that children
				0	Protected		learn in different ways.
					characteristics		o
น้ำ					Disability		Say something we like about our friends.
Nursery							
EYFS	<u>10/10</u>	1 DECISION	<u>CARITAS</u>	<u>10/10</u>	1 DECISION	CARITAS p54	Do a kind deed for
	Session 1 –	Story: Yellow learns	Family and	– <u>Who's who?</u>	<u>Story: Greens'</u>	Family and	someone else.
	<u>Role Model</u>	about germs	Community – My	Charman at a m Tamit	<u>greens</u> Tallian and	Community – We love	Carry a serve at him as him al
		Talking and Sorting Cards: situations	school family (p53)	Character Trait: Understand	Talking and Sorting Cards:	and look after each other because we are	Say something kind and put a bead in the
		where germs may	(405)	others	we can have	all brothers and sisters	jar.
		spread and actions			this often/we	in God's family.	σ
		<u>to take to prevent</u>	Virtue- Class	Virtue- Class	<u>can only have</u>		
		this.	virtue focus	virtue focus	<u>this on special</u>	Character Trait:	
		Dilemma/Scenario:			<u>occasions</u>	Understand others	
		<u>Purple wants to</u> wash her hands but				Virtue- Class virtue	
		is too little to reach				focus	

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

Year 1/ 2	<u>1</u>	1 DECISION	CARITAS	CARITAS	EQUALITEACH	EQUALITEACH	Help someone with their
Cycle B	DECISION	Living in our world	Family and	Family and	Read, 'In every	Spend some time	work.
0	Living in	<u>(Our world)</u>	Community – I	Community -	house, on	drawing what they	
	<u>our world</u>		belong to my	My community	every street' by	think a family looks	Play a new game with
	<u>(Our</u>	Character Trait:	family and my	needs me p58	Jess Hitchman	like – show different	your friends.
	<u>world)</u>	Understand others	community p58		– Discuss	versions of these – did	
					different	anyone draw step	Help someone if they're
	Character	Virtue- Class virtue	Character Trait:	Virtue- Class	families and	family? 2 mums? 2	in the blue or yellow
	Trait:	focus	Understand	virtue focus	cultures	dad? Grandparents	zone.
	Understand		others		- 1	looking after	
	others				Character	/Aunties/Uncles/Sisters	
	1.Catalan		Virtue- Class		Trait:	looking after / Foster	
	Virtue- Class virtue		virtue focus		Understand others	families/ Single	
	focus		FBV – Mutual		Virtue- Class	parents	
	jocus		respect and		virtue focus	The read 'Love makes a	
			tolerance		vu due jocus	family'	
						Juing	
					FBV – Mutual		
					respect and	Are these still families?	
					tolerance	YES	
					<u>Protected</u>	So what is a family?	
					<u>Characteristics:</u>	Create a class	
					<u>Various</u>	definition	
						Equality – Sexuality	
						All created and loved	
						by God is the key	
						message!	
						messuye.	
						Character Trait:	
						Understand others	
						Virtue- Class virtue	
						focus	

Year 3/4 Cycle A	1 DECISION <u>Y4 First</u> Aid Module Drugs, alcohol and tobacco	EQUALITEACH The Big Book of Families Read and discuss how different families and family lives can be Character Trait: Understand others Virtue: Class virtue focus FBV – Mutual respect and tolerance <u>Protected</u> Characteristics: Various	10/10 A community of love Character Trait: Understand others Virtue: Class virtue focus FBV – Mutual respect and tolerance <u>Protected</u> Characteristics: Various	CARITAS Caritas – Family and Community – What makes community?p63 <i>Character Trait:</i> <i>Understand</i> <i>others</i> <i>Virtue: Class</i> <i>virtue focus</i> <i>FBV – Mutual</i> <i>respect and</i> <i>tolerance</i> <u>Protected</u> <u>Characteristics:</u> <u>Various</u>	CARITAS Family and Community – Building up Community P64 Character Trait: Understand others Virtue: Class virtue focus FBV – Mutual respect and tolerance <u>Protected</u> Characteristics: Various	FBV – Mutual respect and tolerance <u>Protected</u> Characteristics: Various <u>CARITAS</u> Family and Community – Building up the Kingdom of God P64 Character Trait: Understand others Virtue: Class virtue focus <u>FBV – Mutual respect</u> and tolerance <u>Protected</u> Characteristics: Various	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, <u>Healthy</u> <u>Fortnight</u> <u>10/10</u> <u>First aid</u> <u>heroes</u> Part 1	10/10 <u>How do I love</u> <u>others?</u> <i>Character Trait:</i> <i>Understand others</i> <i>Virtue: Class virtue</i> <i>focus</i>	<u>10/10</u> <u>What is the</u> <u>Church?</u>	<u>1 DECISION</u> <u>Coming home</u> <u>on time</u> <u>(Being</u> <u>responsible -8-</u> <u>11)</u>	<u>10/10</u> Working, together (Careers) Character Trait:	10/10 <u>Working together</u> <u>shorts – We are called,</u> <u>Same job – different</u> <u>pay</u> <i>Character Trait:</i> <i>Understand others</i>	Draw a picture for a member of your family. Go to Church on the weekend.

he	<u>10/10</u> <u>irst aid</u> eroes Part 2	<u>FBV – Mutual</u> <u>respect and tolerance</u>		<u>FBV –</u> <u>Individual</u> <u>liberty</u>	Understand others Virtue: Class virtue focus FBV – Mutual	Virtue: Class virtue focus FBV – Mutual respect and tolerance Protected	Ask if your friends if they are okay. Watch Newsround.
					respect and tolerance	<u>Characteristics: Various</u> <u>– Prejudice and</u> <u>discrimination</u>	
	Y5 <u>10/10</u> The World of Work and classroom shorts 'Always learning', 'Being Smart' and 'Beyond School' Y6 <u>10/10</u> Coping with change and classroom shorts – Peace under pressure SATS) and 'Starting	10/10 Impacted lifestyles, Alcohol, drugs and smoking, I 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'	<u>1 DECISION</u> Y5: <u>In-App</u> <u>Purchases</u> <u>10/10</u> Year 6: <u>Menstruation</u> (Split gender groups) <u>FBV – Rule of</u> <u>law and</u> <u>individual</u> <u>liberty</u>	<u>1 DECISION</u> Y5: <u>In-App</u> <u>Purchases</u> <u>10/10</u> Year 6: <u>Menstruation</u> (Split gender groups) FBV – Rule of <u>lawr and</u> individual <u>liberty</u>	<u>1 DECISION</u> 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.

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities 'Imagine'
Nursery	1 DECISION Blue's road safety.	<u>1 DECISION</u> Red visits the dentist	EQUALITEACH Read Mirror by Jeannie Baker Protected Characteristics - Race/Ethnicity	<u>1 DECISION</u> Purple is poorly	<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

							Provide open ended dressing up clothes.
EYFS	1 DECISION Green moves up a year group Dilemma: Pink's new classmate	10/10 Safe inside and out Session 2 – My Body, My rules Session 3 Feeling Poorly <u>1 DECISION</u> Story: <u>Red visits</u> the dentist Talking and Sorting Cards: express feelings of visiting these places now and in the future Dilemma/Scenario: Red has got toothache and is worried about telling her parents in case they take her to the dentist. What should she do? FBVs: Individual liberty.	<u>10/10</u> <u>Unit 1: Session 1 –</u> <u>God is love</u>	<u>10/10</u> 4: <u>Session 4 –</u> <u>People who</u> <u>help us</u> <i>Virtue- Class</i> <i>virtue focus</i> FBVs: Mutual respect	10/10 When I grow up plus <u>classroom</u> <u>shorts</u>	<u>10/10</u> <u>Unit 2: Session 1</u> <u>– Me, You, Us</u>	Try drawing how you feel. Try brushing your teeth in school.

Year 1/2	<u>CARITAS</u>	1 DECISION	<u>10/10</u>	<u>10/10</u>	<u>10/10</u>	<u>10/10</u>	Create your own
Cycle A	Caritas – The	Year 1: Washing	KS1: Module 2,	KS1: <u>Module 2,</u>	<u>Money doesn't</u>	<u>Who will I be?</u>	story about a
, in the second s	dignity of	hands	Unit <u>3, Session 5 –</u>	<u>Unit 3, Session</u>	grow on trees	<u>(Careers and</u>	given picture.
	work –	(Keeping/Staying	<u>Can you help me?</u>	<u>5 – Can you</u>	and classroom	transition)	
	Everybody's	Healthy)	(Emergency	<u>help me?</u>	shorts		Use your
	work is		<u>services) Part 1</u>	(Emergency		Character trait:	imagination to
	valuable and	<u>Brushing Teeth</u>		<u>services) Part</u>		Imagine/	create new games
	important for	<u>Road Safety</u>	Character trait:	<u>2</u>	Virtue: Class	Concentrate	to play with your
	the community	(Keeping/Staying	Concentrate		virtue focus		friends.
	p201	Safe)		Character			
			Virtue: Class virtue	trait:			
	Character trait:	<u>Is it safe to eat or</u>	focus	Concentrate			
	Imagine/	drink?					
	Concentrate	(Hazard Watch)		Virtue: Class			
				virtue focus			
	Virtue: Class	10/10					
	virtue focus						
		<u>Clean and Healthy</u>					
		<u>(My body)</u>					
		FBVs: Rule of law,					
		individual liberty					
Year 1/2	<u>1 DECISION</u>	<u>1 DECISION</u>	<u>1 DECISION</u>	<u>1 DECISION</u>	CARITAS	CARITAS	Draw your own
Cycle B	Practice makes	Healthy eating	<u>Working in our</u>	<u>Working in our</u>	The dignity of	The dignity of	picture and tell
	<u>perfect</u>	(Keeping/Staying	world	world	work – Finding	work – Working	your friend what it
		<u>Healthy)</u>	<u>(Our world)</u>	<u>(Our world)</u>	my special job,	hard to be the	is.
	Character trait:				my gift to the	best you can be,	
	Concentrate	And extended	Character trait:	Character	world p 202	for others.p202	Use your
		activities for	Imagine/	trait: Imagine/			imagination to
		healthy fortnight	Concentrate	Concentrate	Character trait:	Character trait:	write a story based
					Imagine/	Imagine/	on anything you
		Virtue: Class virtue			Concentrate	Concentrate	want.
		focus					

Year 3/4 (Cycle A)	10/10 Big Changes Little Changes Character trait: Imagine/ Concentrate Virtue: Class virtue focus	<u>10/10</u> <u>Big Changes Little</u> <u>Changes Classroom</u> <u>Shorts</u> What do they do? What do you want to be? (Careers) Character trait: Imagine/ Concentrate	Caritas – The dignity of work – Exploring our understanding of work. How does work build us up? P205 Character trait: Imagine/ Concentrate Virtue: Class virtue focus	Caritas – The dignity of work – The many sides of working together to build up a community. P205 Character trait: Imagine/ Concentrate <i>Virtue: Class</i> <i>virtue focus</i>	Virtue: Class virtue focus <u>10/10</u> <u>Money Matters</u> Character trait: Imagine/ Concentrate <i>Virtue: Class</i> <i>virtue focus</i> FBVs: Individual liberty	Virtue: Class virtue focus FBVs: Mutual respect <u>10/10</u> <u>Money Matters</u> <u>Shorts</u> <u>What is money?</u> <u>What is money?</u> <u>Where does</u> <u>money come</u> <u>from?</u> Character trait: Imagine/ Concentrate <i>Virtue: Class</i> <i>virtue focus</i> FBVs: Individual liberty.	Build a lego house. Concentrate on spellings. Learn how to use the dictionary. Write a story.
Year 3/4 Cycle B	<u>1 DECISION</u> <u>Breaking down</u> <u>barriers</u> <u>(A world</u> <u>without</u> <u>judgement</u>) <u>Virtue: Class</u>	<u>10/10</u> <u>Big Changes Little</u> <u>Changes Classroom</u> <u>Shorts</u> We can be (Careers) Character trait: Imagine/ Concentrate	<u>10/10</u> <u>Rights and</u> <u>responsibilities</u> <i>Virtue: Class virtue</i> <i>focus</i> FBVs: Rule of law and individual	<u>1 DECISION</u> <u>Chores at</u> <u>home</u> (The working <u>world 8-11</u>) <i>Virtue: Class</i> <i>virtue focus</i>	<u>CARITAS</u> The dignity of work – Recognising and helping others to find their gift and to share it. P205 Character trait:	CARITAS The dignity of work – Enabling each others to aim high P2O6 <i>Virtue: Class</i> <i>virtue focus</i>	Tidy your bedroom at home. Keep the classroom tidy. Help a friend with their work.
	virtue focus		liberty		Imagine/ Concentrate		Think about $\frac{3}{4}$ jobs you might

	FBVs: Mutual respect and tolerance Protected Characteristics: Various			FBVs: Individual liberty	Virtue: Class virtue focus	FBVs: Mutual respect	want to do when you are older.
Year 5/6 Cycle A	<u>10/10</u> <u>Money and Me</u> <u>plus</u> classroom shorts – ' <u>You</u> <u>bet' and</u> <u>'Gaming,</u> <u>gambling and</u> <u>more'</u> <u>(Gambling)</u> <u>and 'Let's talk</u> <u>about tax'.</u> FBVs: Rule of law, individual liberty	<u>10/10</u> <u>Money and Me plus</u> classroom shorts – <u>'You bet' and</u> <u>'Gaming, gambling</u> <u>and more'</u> <u>(Gambling) and</u> <u>'Let's talk about</u> <u>tax'.</u> FBVs: Rule of law, individual liberty	<u>1 DECISION</u> <u>Enterprise</u> Character trait: Imagine/ Concentrate FBVs: Rule of law, individual liberty	Year 5: Caritas - Stewardship - Enough for everybody's need, but not everybody's greed. P234 <i>Virtue: Class</i> <i>virtue focus</i> FBVs: Mutual respect and tolerance, Democracy	Year 5: Caritas – Stewardship – Stewards of God's world p234 <i>Virtue: Class</i> <i>virtue focus</i> FBVs: Mutual respect and tolerance, Democracy	Year 5: Caritas – Stewardship – Seeing God in creation p235 <i>Virtue: Class</i> <i>virtue focus</i> FBVs: Mutual respect	Use your imagination when creating an Art/DT final piece. -Think about (Y6) next steps when moving on to secondary school. Imagine games and stalls for the school summer events.
Year 5/6 Cycle B	<u>1 DECISION</u> Worry	<u>1 DECISION</u> Worry	<u>1 DECISION</u> <u>Anger</u> Virtue: Class virtue focus	<u>1 DECISION</u> <u>Anger</u> Virtue: Class virtue focus	<u>10/10</u> God is calling you	<u>10/10</u> <u>God is calling</u> you	<u>10/10</u> <u>Calming the</u> <u>Storm</u>

	FBVs: Mutual	FBVs: Mutual		
	respect	respect		

Progression in	EYFS	Milestone 1 (KS1)	Milestone 2 (Y3 and Y4)	Milestone 3 (Y5 and Y6)
RSHE				
Module 1				
Religious Understanding	Children can express that: • 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	Children can express that: • 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	Children can explain that: • 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	Children can explain that: • 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:

	 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 	 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 	 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 Year 4 onwards 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 	 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, avriding the overuse of
			to guis autility passing	avoiding the overuse of electronic entertainment, etc.
Emotional Well-being	Children can express that: • 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	Children can explain: • That it is natural for us to relate to and trust one another • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • A language to describe our feelings	 Children can explain: 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; 	Children can explain: • 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

	 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 	 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 	 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 	 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
Life Custos				
Life Cycles	Children can express that: • That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult	Children can describe: • That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult	 Children can explain: 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 	Children can explain: • 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

			• How conception and life in the womb fits into the cycle of life	 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.
Module 2				
Religious Understanding	Children can express that: • 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	 Children can describe that: 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 	 Children can explain: 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 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 	Children can describe: • That God calls us to love others • Ways in which we can participate in God's call to us
Personal Relationships	 Children are able to describe: 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 	 Children are able to describe: '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 	Children can describe: • 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	 Children can explain: 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

	 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 	 people and telling them if something is troubling them How their behaviour affects other people, and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships Different types of teasing and that all bullying is wrong and unacceptable 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 	acquaintances, friends, relatives and family • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other • The difference between a group of friends and a 'clique' • 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	actions, and develop strategies that will positively impact their actions and apply this in their relationships
Keeping Safe	 Children can explain: 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 	 Children can explain: 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 	Children can explain: • 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	Children can explain: • 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

• That medicines should only be	our parents or carers,	inappropriate materials or	inappropriate materials or
taken when a parent or doctor	teachers and our parish priest	messages	messages
gives them to us	• That medicines are drugs,	 How to use technology 	• What the term
• That medicines are not sweets	but not all drugs are good for	safely • That bad language	cyberbullying means and
• That we should always try to	us	and bad behaviour are	examples of it
look after our bodies because	• That alcohol and tobacco	inappropriate	 What cyberbullying feels
God created them and gifted	are harmful substances	• That just as what we eat	like for the victim
them to us	• That our bodies are created	can make us healthy or make	• How to get help if they
• That there are lots of jobs	by God, so we should take	us ill, so what we watch,	experience cyberbullying
designed to help us	care of them and be careful	hear, say or do can be good	• What kind of physical
• That paramedics help us in a	about what we consume	or bad for us and others	contact is acceptable or
medical emergency	• That they should call 999 in	• How to report and get help	unacceptable and how to
• That First Aid can be used in	an emergency and ask for	if they encounter	respond
non-emergency situations, as	ambulance, police and/or fire	inappropriate materials or	• That there are different
well as whilst waiting for an	brigade	messages	people we can trust for help,
ambulance	• That if they require medical	• To judge well what kind of	especially those closest to us
	help but it is not an	physical contact is	who care for us, including
	emergency, basic first aid	acceptable or unacceptable	parents, teachers and priests
	should be used instead of	and how to respond	• The effect that a range of
	calling 999	• That there are different	substances including drugs,
	• Some basic principles of	people we can trust for help,	tobacco and alcohol can
	First Aid	especially those closest to us	have on the body
		who care for us, including	• How to make good choices
		our teachers and parish priest	about substances that will
		• That medicines are drugs,	have a positive impact on
		but not all drugs are good for	their health
		us	• That our bodies are created
		• That alcohol and tobacco	by God, so we should take
		are harmful substances	care of them and be careful
		• That our bodies are created	about what we consume
		by God, so we should take	• How they may come under
		care of them and be careful	pressure when it comes to
		about what we consume	drugs, alcohol and tobacco
		• That in an emergency, it is	• That they are entitled to
		important to remain calm	say "no" for all sorts of
		• That quick reactions in an	reasons, but not least in
		emergency can save a life	order to protect their God-
			given bodies

			• How to help in an emergency using their First Aid knowledge	 That the recovery position can be used when a person is unconscious but breathing That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance
Module 3				
Religious Understanding	 Children can express: 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. 	 Children can explain 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 	Children can describe that: • 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)	Children can explain: • 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
Living in the Wider World	 Children can express: 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. 	Children can explain: • 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.	Children can explain: • That God wants His Church to love and care for others • Practical ways of loving and caring for others	Children can explain: • How to apply the principles of Catholic Social Teaching to current issues • Ways in which they can spread God's love in their community

•	• That we have a duty of care for	• That we have a duty of	
c	others and for the world we live	care for others and for the	
i	in (charity work, recycling, etc)	world we live in (charity	
•	• About what harms and what	work, recycling etc.)	
i	improves the world in which they	• What harms and what	
Li Li	live	improves the world in which	
		we live in simple terms	