

## PHSE, RSE, Catholic Social Teaching and Personal Development Curriculum Map

At St Elizabeth's we believe that the PSHE, RSE, Catholic Social Teaching and Personal Development curriculum plays a fundamental part in the development of our children. Our aim is to prepare children for the next stages of their lives, in Key Stage 3 and for life as an adult in the wider world. Our pupils will have developed a strong sense of self, an understanding of how to stay safe, both physically and emotionally, whilst finding their place within a wider community. We want our children to be confident, independent and self-aware, therefore equipping them to undertake new life experiences now and in the future. Our **Franciscan values, British values and teaching of Protected Characteristics** are also embedded in our whole curriculum and ethos, teaching the children the skills, habits, attributes and dispositions to be successful citizens of the future.

We aim to create a happy, vibrant environment where diversity and individuality are celebrated. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

### What we teach

1. Our RSE curriculum is taught using **Ten Ten – Life to the Full** which is a scheme approved by the Diocese and covers all the compulsory RHSE National Curriculum.
2. Our PHSE non statutory curriculum is taught using the scheme **1 Decision**.
- 3 We also use the scheme **Caritas in Action** which is a Catholic Social teaching scheme covering a Spiritual/ Moral, Social, Cultural and Citizenship curriculum. The scheme promotes the need for us all to work for the common good, to help build a just society, uphold the dignity of human life and work for justice and the dignity of all our brothers and sisters, especially those in the greatest need.
- 4 We intend to prepare children for success in their education, career and life in modern Britain by teaching them positive behaviour and attitudes such as resilience and independence. This is their **Personal Development** curriculum.

### Personal Development

We aim that St Elizabeth's pupils have the ability and willingness to acquire the following character traits that are reflected in our '**Keys to Success**' programme, which are embedded within our curriculum and extracurricular offer. Our implicit and explicit personal development and character education provision (through RSHE, PSHE and Catholic Social Teaching programme, alongside the wider curriculum) builds in experiences, direct instruction and opportunities to develop the following habits, attitudes, dispositions, values and character traits:

|  | <b>Our Franciscan Catholic Values</b> | <b>Character Trait</b> | <b>Learning Skills</b> |
|--|---------------------------------------|------------------------|------------------------|
|  | Joy                                   | Try new thing          | Original ideas         |
|  | Forgiveness                           | Push yourself          | Goes for gold          |
|  | Faith                                 | Improve / Work hard    | Remembers and reflects |
|  | Respect                               | Concentrate            | Doesn't give up        |
|  | Service                               | Understand others      | Not alone              |

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|  | Peace       | Imagine (revisit concentrate too) | Asks good questions |
|  | Stewardship |                                   |                     |

Our Catholic Values (based on our Franciscan values, reflecting our school heritage), explicitly teach the children the following skills, habits, attitudes and dispositions to be successful citizens of the future.

Our 'Keys to Success' Character traits also teaches the children the research-based traits that are most likely to engender success:

### **Try new things**

Success does not come knocking on the door. We all need to go out and find something in which we can experience success. Finding something that we are good at builds confidence. Some pupils may not be good at the things they spend most of their time doing at school, which can make it even more important that schools have a broad and rich curriculum with something for everyone. As adults, however, we learn that just because we may be good at something doesn't necessarily mean that we enjoy it. Successful people enjoy what they do. In fact, they love what they do. What they do gives them energy; work feels like play and time flies by. These are the lucky people who have found their energy zone. These people don't need any external or material reward to motivate them; they do what they do simply because they love it.

### **Work hard**

If we want to get really good at something there are no short cuts. Accomplishment is all about practise and hard work. Pupils need to understand the benefits of working hard. They need to know that work is good and not something that should be avoided. Many pupils become frustrated if they don't accomplish something immediately. With a television culture of 'overnight' success, it is important to teach them that it may take hours and hours of hard work to become really good at something and that in real life success is not easy for anyone.

### **Concentrate**

Children are living in the most intensely stimulating time in the history of the Earth. They are bombarded with images from television advertisements, websites, games consoles and mobile phones. It has never been so important to teach our children how to concentrate. Of course, every teacher will tell pupils of the need to concentrate, but few will teach them how.

### **Push themselves**

To be successful, pupils need to learn to push themselves. Most adults realise that if they want a healthier lifestyle, joining a gym doesn't change much. We have to push ourselves to go to the gym. In fact, going to the gym doesn't change much either if we don't push ourselves when there. There are lots of ways pupils need to push themselves. For example, when they don't feel like doing things, when they feel shy, when they think they might fail and when their friends are trying to stop them doing what they want to do. It can be really difficult to push oneself, but it is essential for success.

### **Imagine**

In 1968, George Land gave 1,600 five-year-olds a test in divergent thinking. This involved finding multiple solutions to problems, asking questions and generating ideas. The test results were staggering: 98% scored at what he described as 'genius' level. He then re-tested the same children at age ten, by which time the level had declined to 30%. By fifteen years of age, only 12% of the children scored at the genius level. The same test given to 280,000 adults placed their genius level at only 2%. In his book *Breakpoint and Beyond*, co-authored by Beth Jarman, Land concluded that non-creative behaviour is learned.

The test shows what most of us know: children have a fantastic imagination, which mostly declines with age. This decline is the enemy of success. To help children to be successful we need to help them to keep having ideas as they get older.

### **Improve**

Successful people are always trying to make things better. This doesn't mean there is anything wrong with what they have but they know that there is always room for improvement. They try to make good things great. Rather than making any radical transformations, however, they tend to make lots of small adjustments. This is what we can teach our children: great things do not happen suddenly. They are the result of lots of tweaking and refinement. We can all make things a little bit better. We can all take small steps to greatness.

### **Understand others**

Aristotle made the distinction between what he called *sophia* and *phronesis*. *Sophia* was wisdom of the world - what came to be called science. He spoke of the importance of understanding how the world works. However, he also stressed that, in itself, this was not enough for civilisation to flourish. Society also needed *phronesis*. This was the application of this wisdom in the service of others. Thousands of years later, Aristotle's words are just as true. Successful people use what they know to try to be useful to others. Instead of asking 'What's in it for me?' they ask, 'What can I give?' If we look at a successful business, it gives people things they value, at the right price. If we look at a successful public service, it gives people what they value at the right time.

## Not give up

Successful people have bad luck, setbacks, failures, criticism and rejection but they always find a way around these problems. Children need to understand that if they have bad luck, they are not alone. Most of us tend to focus on the accomplishments of successful people rather than their mishaps or setbacks. We need to tell children about the times we failed, were rejected and criticised but also how we bounced back.

| Progression through the Character traits   | Milestone 1 (KS1) with EYFS   | Milestone 2 (Y3 and Y4)   | Milestone 3 (Y5 and Y6)   |
|--|---|---|---|
| <b>Try new things</b><br>This concept involves appreciating the range of life opportunities.           | <ul style="list-style-type: none"><li>• Try new things with the help of others.</li><li>• Talk about some things of personal interest.</li><li>• Join in with familiar activities.</li><li>• Concentrate on things of interest.</li></ul> | <ul style="list-style-type: none"><li>• Try new things when encouraged.</li><li>• Enjoy new experiences.</li><li>• Join clubs or groups.</li><li>• Talk about new experiences with others.</li></ul>              | <ul style="list-style-type: none"><li>• Enjoy new things and take opportunities wherever possible.</li><li>• Find things to do that give energy.</li><li>• Become fully involved in clubs or groups.</li><li>• Meet up with others who share interests in a safe environment.</li></ul> |
| <b>Work hard</b><br>This concept involves understanding the importance of effort.                      | <ul style="list-style-type: none"><li>• Work hard with the help of others.</li><li>• Enjoy the results of effort in areas of interest.</li><li>• Take encouragement from others in areas of interest.</li></ul>                           | <ul style="list-style-type: none"><li>• Enjoy working hard in a range of activities.</li><li>• Reflect on how effort leads to success.</li><li>• Begin to encourage others to work hard.</li></ul>                | <ul style="list-style-type: none"><li>• Have fun working hard.</li><li>• Understand the benefits of effort and commitment.</li><li>• Continue to practise even when accomplished.</li><li>• Encourage others by pointing out how their efforts gain results.</li></ul>                  |
| <b>Concentrate</b><br>This concept involves understanding how to become focused.                       | <ul style="list-style-type: none"><li>• Give attention to areas of interest.</li><li>• Begin to 'tune out' distractions.</li><li>• Begin to show signs of concentration.</li><li>• Begin to seek help when needed.</li></ul>              | <ul style="list-style-type: none"><li>• Focus on activities.</li><li>• 'Tune out' some distractions.</li><li>• Search for methods to help with concentration.</li><li>• Develop areas of deep interest.</li></ul> | <ul style="list-style-type: none"><li>• Give full concentration.</li><li>• 'Tune out' most distractions.</li><li>• Understand techniques and methods that aid concentration.</li><li>• Develop expertise and deep interest in some things.</li></ul>                                    |
| <b>Push themselves</b><br>This concept involves understanding how to overcome doubts and insecurities. | <ul style="list-style-type: none"><li>• Express doubts and fears.</li><li>• Explain feelings in uncomfortable situations.</li></ul>   | <ul style="list-style-type: none"><li>• Begin to understand why some activities feel uncomfortable.</li><li>• Show a willingness to overcome fears.</li></ul>   | <ul style="list-style-type: none"><li>• Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.</li></ul>  |

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|   | <ul style="list-style-type: none"> <li>• Begin to push past fears (with encouragement).</li> <li>• Listen to people who try to help.</li> <li>• Begin to try to do something more than once.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Push past fears and reflect upon the emotions felt afterwards.</li> <li>• Begin to take encouragement and advice from others.</li> <li>• Keep trying after a first attempt.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Push oneself in areas that are not so enjoyable.</li> <li>• Listen to others who encourage and help, thanking them for their advice.</li> <li>• Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.</li> </ul> |
| <p><b>Imagine</b><br/>This concept involves understanding how to apply knowledge inventively.</p>             | <ul style="list-style-type: none"> <li>• With help, develop ideas.</li> <li>• Respond to the ideas of others.</li> <li>• Respond to questions about ideas.</li> <li>• Act on some ideas.</li> </ul>                                | <ul style="list-style-type: none"> <li>• Begin to enjoy having new ideas.</li> <li>• Show some enthusiasm for the ideas of others.</li> <li>• Ask some questions in order to develop ideas.</li> <li>• Show enjoyment in trying out some ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Generate lots of ideas.</li> <li>• Show a willingness to be wrong.</li> <li>• Know which ideas are useful and have value.</li> <li>• Act on ideas.</li> <li>• Ask lots of questions.</li> </ul>  |
| <p><b>Improve</b><br/>This concept involves an appreciation that small improvements make big differences.</p> | <ul style="list-style-type: none"> <li>• Share with others likes about own efforts.</li> <li>• Choose one thing to improve (with help).</li> <li>• Make a small improvement (with help).</li> </ul>                                | <ul style="list-style-type: none"> <li>• Share with others a number of positive features of own efforts.</li> <li>• Identify a few areas for improvement.</li> <li>• Attempt to make improvements.</li> </ul>  | <ul style="list-style-type: none"> <li>• Clearly identify own strengths.</li> <li>• Identify areas for improvement.</li> <li>• Seek the opinion of others to help identify improvements.</li> <li>• Show effort and commitment in refining and adjusting work.</li> </ul>                             |
| <p><b>Understand others</b><br/>This concept involves an appreciation of others.</p>                          | <ul style="list-style-type: none"> <li>• Show an awareness of someone who is talking.</li> <li>• Show an understanding that ones own behaviour affects other people.</li> <li>• Listen to other people's point of view.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to others, showing attention.</li> <li>• Think of the effect of behaviour on others before acting.</li> <li>• Describe the points of view of others.</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen first to others before trying to be understood.</li> <li>• Change behaviours to suit different situations.</li> <li>• Describe and understand others' points of view.</li> </ul>  |
| <p><b>Not give up</b><br/>This concept involves the</p>   | <ul style="list-style-type: none"> <li>• Try again with the help of others.</li> <li>• Try to carry on even if failure causes upset.</li> </ul>  | <ul style="list-style-type: none"> <li>• Find alternative ways if the first attempt does not work.</li> </ul>  | <ul style="list-style-type: none"> <li>• Show a determination to keep going, despite failures or setbacks.</li> </ul>   |

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| <p>understanding of the importance of persistence.</p> | <ul style="list-style-type: none"> <li>• Keep going in activities of interest.</li> <li>• Try to think of oneself as lucky.</li> </ul> | <ul style="list-style-type: none"> <li>• Bounce back after a disappointment or failure.</li> <li>• Show the ability to stick at an activity (or a club or interest).</li> <li>• See oneself as lucky.</li> </ul> | <ul style="list-style-type: none"> <li>• Reflect upon the reasons for failures and find ways to bounce back.</li> <li>• Stick at an activity even in the most challenging of circumstances.</li> <li>• See possibilities and opportunities even after a disappointment.</li> <li>• Consider oneself to be lucky and understand the need to look for luck.</li> </ul> |
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| Progression in RSE             | EYFS   | Milestone 1 (KS1)  | Milestone 2 (Y3 and Y4)  | Milestone 3 (Y5 and Y6)  |
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| <b>Module 1</b>                |  |  |  |  |
| <b>Religious Understanding</b> | <p>Children can express that:</p> <ul style="list-style-type: none"> <li>• We are created individually by God as part of His creation plan</li> <li>• We are all God’s children and are special</li> <li>• Our bodies were created by God and are good</li> <li>• We can give thanks to God</li> </ul> | <p>Children can express that:</p> <ul style="list-style-type: none"> <li>• We are created individually by God</li> <li>• God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>• 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</li> <li>• We are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>• We can give thanks to God in different ways</li> </ul> | <p>Children can explain that:</p> <ul style="list-style-type: none"> <li>• We are created individually by God who is Love, designed in His own image and likeness</li> <li>• 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)</li> <li>• Every human life is precious from the beginning of life (conception) to natural death</li> <li>• Personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> </ul> | <p>Children can explain that:</p> <ul style="list-style-type: none"> <li>• We were created individually by God who cares for us and wants us to put our faith in Him</li> <li>• Physically becoming an adult is a natural phase of life</li> <li>• 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!</li> </ul> |

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|                                      |  |  | <ul style="list-style-type: none"> <li>• In Baptism God makes us His adopted children and ‘receivers’ of His love</li> <li>• By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)</li> <li>• It is important to make a nightly examination of conscience</li> </ul>  |   |
| <p><b>Me, My Body, My Health</b></p> | <p>Children can express that:</p> <ul style="list-style-type: none"> <li>• We are each unique, with individual gifts, talents and skills</li> <li>• Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan</li> <li>• That their bodies are good and made by God</li> <li>• The names of the parts of the body (not genitalia)</li> <li>• That our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That we are unique, with individual gifts, talents and skills</li> <li>• That our bodies are good</li> <li>• The names of the parts of our bodies (naming genitalia will depend on key decision made by individual schools)</li> <li>• 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</li> <li>• Our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li> <li>• The importance of sleep, rest and recreation for our health;</li> <li>• How to maintain personal hygiene</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and make choices, and that by living and working together (‘teamwork’) we create community</li> <li>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• 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</li> </ul> <p><b>Year 4 onwards</b></p> <ul style="list-style-type: none"> <li>• What the term puberty means</li> <li>• When they can expect puberty to take place</li> <li>• That puberty is part of God’s plan for our bodies</li> <li>• Correct naming of genitalia</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and mature, and that by living and working together (‘teamwork’) we create community</li> <li>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• That human beings are different to other animals</li> <li>• About the unique growth and development of humans, and the changes that girls and boys will experience during puberty</li> <li>• About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately</li> <li>• The need for modesty and appropriate boundaries</li> <li>• How to make good choices that have an impact on their</li> </ul> |

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|                                    |  |  | <ul style="list-style-type: none"> <li>• What changes will happen to boys during puberty</li> <li>• What changes will happen to girls during puberty</li> </ul>   | <p>health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p>  |
| <p><b>Emotional Well-being</b></p> | <p>Children can express that:</p> <ul style="list-style-type: none"> <li>• That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• That it is natural for us to relate to and trust one another</li> <li>• A language to describe their feelings</li> <li>• An understanding that everyone experiences feelings, both good and bad</li> <li>• Simple strategies for managing feelings</li> <li>• Simple strategies for managing emotions and behaviour</li> <li>• That we have choices and these choices can impact how we feel and respond.</li> <li>• We can say sorry and forgive like Jesus</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That it is natural for us to relate to and trust one another</li> <li>• That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• A language to describe our feelings</li> <li>• In a simple way that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character</li> <li>• Simple strategies for managing feelings and for good behaviour</li> <li>• That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</li> <li>• That Jesus died on the cross so that we would be forgiven</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• A deeper understanding of the range and intensity of their feelings; that ‘feelings’ alone are not good guides for action</li> <li>• What emotional well-being means;</li> <li>• That positive actions help emotional well-being (beauty, art, etc. lift the spirit)</li> <li>• That talking to trusted people helps emotional well-being (eg parents/carer/teacher/parish priest)</li> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That some behaviour is wrong, unacceptable, unhealthy and risky</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</li> <li>• A deeper understanding of the range and intensity of their feelings; that ‘feelings’ are not the only good guides for action</li> <li>• That some behaviour is wrong, unacceptable, unhealthy or risky</li> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• 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</li> </ul> |



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|                                |  |   | pressure from peers and the media   | <ul style="list-style-type: none"> <li>• The difference between harmful and harmless videos and images</li> <li>• The impact that harmful videos and images can have on young minds</li> <li>• Ways to combat and deal with viewing harmful videos and images</li> </ul>  |
| <b>Life Cycles</b>             | <p>Children can express that:</p> <ul style="list-style-type: none"> <li>• That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult</li> </ul> | <p>Children can describe:</p> <ul style="list-style-type: none"> <li>• That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That they were handmade by God with the help of their parents</li> <li>• How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</li> <li>• How conception and life in the womb fits into the cycle of life</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb</li> <li>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> <li>• Some practical help on how to manage the onset of menstruation</li> <li>• Basic scientific facts about sexual intercourse between a man and woman;</li> <li>• The physical, emotional, moral and spiritual implications of sexual intercourse;</li> <li>• The Christian viewpoint that sexual intercourse should be saved for marriage.</li> </ul> |
| <b>Module 2</b>                |  |   |   |   |
| <b>Religious Understanding</b> | Children can express that:   | Children can describe that:   | Children can explain:   | Children can describe:  |

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

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|                            | <ul style="list-style-type: none"> <li>• The characteristics of positive and negative relationships</li> <li>• Different types of teasing and that all bullying is wrong and unacceptable</li> <li>• When they have been unkind to others and say sorry</li> <li>• That when we are unkind, we hurt God and should say sorry</li> <li>• When people are being unkind to them and others and how to respond</li> <li>• That we should forgive like Jesus forgives</li> </ul>  | <ul style="list-style-type: none"> <li>• The characteristics of positive and negative relationships</li> <li>• Different types of teasing and that all bullying is wrong and unacceptable</li> <li>• When they have been unkind and say sorry</li> <li>• When people are being unkind to them and others and how to respond</li> <li>• When we are unkind to others, we hurt God also and should say sorry to him as well</li> <li>• That we should forgive like Jesus forgives</li> </ul>   | <p>between a group of friends and a 'clique'</p> <ul style="list-style-type: none"> <li>• Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>• Harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> </ul>  |   |
| <p><b>Keeping Safe</b></p> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• About safe and unsafe situations indoors and outdoors, including online</li> <li>• That they can ask for help from their special people</li> <li>• That they are entitled to bodily privacy</li> <li>• That they can and should be open with 'special people' they trust if anything troubles them</li> <li>• 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</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• Some safe and unsafe situations, including online</li> <li>• The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</li> <li>• How to resist pressure when feeling unsafe</li> <li>• That they are entitled to bodily privacy</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers,</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• How to use technology safely</li> <li>• 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</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• How to use technology safely</li> <li>• 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</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• That medicines should only be taken when a parent or doctor gives them to us</li> <li>• That medicines are not sweets</li> <li>• That we should always try to look after our bodies because God created them and gifted them to us</li> <li>• That there are lots of jobs designed to help us</li> <li>• That paramedics help us in a medical emergency</li> <li>• That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> </ul> | <p>teachers and our parish priest</p> <ul style="list-style-type: none"> <li>• That medicines are drugs, but not all drugs are good for us</li> <li>• That alcohol and tobacco are harmful substances</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade</li> <li>• That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999</li> <li>• Some basic principles of First Aid</li> </ul> | <ul style="list-style-type: none"> <li>• How to use technology safely</li> <li>• That bad language and bad behaviour are inappropriate</li> <li>• 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</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• 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</li> <li>• That medicines are drugs, but not all drugs are good for us</li> <li>• That alcohol and tobacco are harmful substances</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• That in an emergency, it is important to remain calm</li> </ul> | <ul style="list-style-type: none"> <li>• What the term cyberbullying means and examples of it</li> <li>• What cyberbullying feels like for the victim</li> <li>• How to get help if they experience cyberbullying</li> <li>• What kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</li> <li>• The effect that a range of substances including drugs, tobacco and alcohol can have on the body</li> <li>• How to make good choices about substances that will have a positive impact on their health</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• How they may come under pressure when it comes to drugs, alcohol and tobacco</li> <li>• That they are entitled to say “no” for all sorts of reasons, but not least in</li> </ul> |  |
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|                                  |   |  | <ul style="list-style-type: none"> <li>• That quick reactions in an emergency can save a life</li> <li>• How to help in an emergency using their First Aid knowledge</li> </ul>  | <p>order to protect their God-given bodies</p> <ul style="list-style-type: none"> <li>• That the recovery position can be used when a person is unconscious but breathing</li> <li>• That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</li> </ul>  |
| <b>Module 3</b>                  |   |  |  |  |
| <b>Religious Understanding</b>   | <p>Children can express:</p> <ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit</li> <li>• That being made in His image means being called to be loved and to love others</li> <li>• What a community is, and that God calls us to live in community with one another</li> <li>• Some Scripture illustrating the importance of living in a community</li> <li>• That no matter how small our offerings, they are valuable to God and He can use them for His glory</li> </ul> | <p>Children can explain</p> <ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit</li> <li>• That being made in His image means being called to be loved and to love others</li> <li>• What a community is, and that God calls us to live in community with one another</li> <li>• A scripture illustrating the importance of living in community as a consequence of this</li> <li>• Jesus' teaching on who is my neighbour</li> </ul> | <p>Children can describe that:</p> <ul style="list-style-type: none"> <li>• God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'</li> <li>• The human family can reflect the Holy Trinity in charity and generosity</li> <li>• The Church family comprises home, school and parish (which is part of the diocese)</li> </ul> | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</li> <li>• That the Holy Spirit works through us to bring God's love and goodness to others</li> <li>• The principles of Catholic Social Teaching</li> <li>• That God formed them out of love, to know and share His love with others</li> </ul> |
| <b>Living in the Wider World</b> | <p>Children can express:</p> <ul style="list-style-type: none"> <li>• That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> </ul>   | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community</li> </ul>  | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God wants His Church to love and care for others</li> <li>• Practical ways of loving and caring for others</li> </ul>   | <p>Children can explain:</p> <ul style="list-style-type: none"> <li>• How to apply the principles of Catholic Social Teaching to current issues</li> <li>• Ways in which they can spread God's love in their community</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling, etc)</li> <li>• About what harms and what improves the world in which they live</li> </ul> | <ul style="list-style-type: none"> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</li> <li>• What harms and what improves the world in which we live in simple terms</li> </ul> |  |  |
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### Progression in PHSE

|                             | EYFS  | Y1 and Y2   | Y3 and Y4   | Y5 and Y6  |
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| <b>Keeping/Staying Safe</b> | <b>Road Safety</b> <ul style="list-style-type: none"> <li>• begin to understand why it is important to stay safe when crossing the road</li> <li>• begin to recognise a range of safe places to cross the road</li> <li>• begin to understand the differences between safe and risky choices</li> </ul> | <b>Road Safety</b> <ul style="list-style-type: none"> <li>• understand why it is important to stay safe when crossing the road</li> <li>• be able to recognise a range of safe places to cross the road</li> <li>• understand the differences between safe and risky choices</li> <li>• know different ways to help us stay safe</li> </ul> | <b>Staying Safe</b> <ul style="list-style-type: none"> <li>• know ways to keep yourself and others safe</li> <li>• be able to recognise risky situations</li> <li>• be able to identify trusted adults around you</li> <li>• understand the differences between safe and risky choices</li> </ul> | <b>Peer Pressure</b> <ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise ways to manage peer pressure</li> <li>• explain the potential outcomes that may happen when we take risks</li> </ul> |

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|                                       | <ul style="list-style-type: none"> <li>• begin to know different ways to help us stay safe</li> </ul> <p>ELG link: PSED – Managing self<br/>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> | <p><b>Tying Shoelaces</b></p> <ul style="list-style-type: none"> <li>• Know the reasons to make sure your laces are tied</li> <li>• Learn how to tie up laces properly</li> <li>• Know rules to keep yourself and others safe</li> <li>• Understand the differences between safe and risky choices</li> </ul> | <p><b>Leaning out of windows</b></p> <ul style="list-style-type: none"> <li>• be able to recognise a range of warning signs</li> <li>• be able to spot the dangers we may find at home</li> <li>• know the importance of listening to our trusted adults</li> <li>• be able to understand ways we can keep ourselves and others safe at home</li> <li>• know the differences between safe and risky choices</li> </ul> <p><b>Cycle safety</b></p> <ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> <li>• identify what is a risky choice</li> <li>• create a set of rules for and identify ways of keeping safe</li> </ul> | <ul style="list-style-type: none"> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul> <p><b>Water Safety</b></p> <ul style="list-style-type: none"> <li>• identify a range of danger signs</li> <li>• develop and name strategies that can help keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul> |
| <p><b>Keeping/Staying Healthy</b></p> | <p><b>Washing hands</b></p> <ul style="list-style-type: none"> <li>• understand why we need to wash our hands</li> </ul>  | <p><b>Washing hands</b></p> <ul style="list-style-type: none"> <li>• revisit why we need to wash our hands</li> </ul>   | <p><b>Medicine</b></p> <ul style="list-style-type: none"> <li>• know, understand, and be able to practise simple safety rules about medicine</li> </ul>   | <p><b>Smoking</b></p> <ul style="list-style-type: none"> <li>• explain some of the risks associated with smoking (physical, social, and legal) and name the addictive</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• begin to know how germs are spread and how they can affect our health</li> <li>• be able to practise washing your hands</li> <li>• begin to know the differences between healthy and unhealthy choices</li> </ul> <p>PSED – Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b>Healthy Eating:</b></p> <ul style="list-style-type: none"> <li>• begin to know that food is needed for our bodies to be healthy and to grow</li> <li>• begin to understand that some foods are better for good health than others</li> <li>• begin to list different types of healthy food</li> <li>• begin to understand how to keep yourself and others healthy</li> <li>• start to know the differences between healthy and unhealthy choices</li> </ul> <p>PSED – Managing Self: Be confident to try new activities and</p> | <ul style="list-style-type: none"> <li>• know how germs are spread and how they can affect our health</li> <li>• revisit best methods for washing your hands</li> <li>• know the differences between healthy and unhealthy choices</li> </ul> <p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• know that food is needed for our bodies to be healthy and to grow</li> <li>• understand that some foods are better for good health than others</li> <li>• be able to list different types of healthy food</li> <li>• understand how to keep yourself and others healthy</li> <li>• know the differences between healthy and unhealthy choices</li> </ul> <p><b>Brushing Teeth</b></p> <ul style="list-style-type: none"> <li>• understand why we need to brush our teeth</li> <li>• be able to practise brushing your teeth</li> <li>• know the differences between healthy and unhealthy choices</li> <li>• be able to develop strategies to help you remember to brush your</li> </ul> | <ul style="list-style-type: none"> <li>• understand when it is safe to take medicine</li> <li>• know who we can accept medicine from</li> <li>• understand the differences between healthy and unhealthy choices</li> </ul> <p>Healthy Living</p> <ul style="list-style-type: none"> <li>• explain what is meant by a balanced diet and plan a balanced meal</li> <li>• recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older</li> <li>• understand nutritional information on packaged food and explain what it means</li> <li>• describe different ways to maintain a healthy lifestyle</li> </ul> | <p>ingredient found in cigarettes, e-cigs, etc.</p> <ul style="list-style-type: none"> <li>• describe how smoking can affect your immediate and future health and wellbeing</li> <li>• give reasons why someone might start and continue to smoke</li> <li>• identify and use skills and strategies to resist any pressure to smoke</li> </ul> <p><b>Alcohol and Drugs</b></p> <ul style="list-style-type: none"> <li>• identify what is a risky choice</li> <li>• identify the risks associated with alcohol</li> <li>• describe how alcohol can affect your immediate and future health</li> <li>• develop and recognise skills and strategies to keep safe</li> </ul> <p>Drug extension:</p> <ul style="list-style-type: none"> <li>• understand the difference between ‘legal’ and ‘illegal’ drugs</li> <li>• carry out research around cannabis</li> <li>• identify the risks associated with using cannabis</li> </ul> |
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|  | <p>show independence, resilience and perseverance in the face of challenge;</p> <p>UTW – People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>Sun Safety</b></p> <ul style="list-style-type: none"> <li>• Understand ways to stay safe and cool in the hot weather</li> </ul> <p>ELG Link – PSED – Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> | teeth when you forget, are tired, or busy  |   |  |
| <p><b>Relationships in Y1-3</b></p> <p><b>Growing and Changing in Y4-6</b></p> | <p><b>Friendship</b></p> <ul style="list-style-type: none"> <li>• begin to understand how to be a good friend</li> <li>• start to recognise kind and thoughtful behaviours</li> </ul>   | <p><b>Friendship</b></p> <ul style="list-style-type: none"> <li>• understand how to be a good friend</li> <li>• be able to recognise kind and thoughtful behaviours</li> </ul> | <p><b>Touch</b></p> <ul style="list-style-type: none"> <li>• understand the difference between appropriate and inappropriate touch</li> </ul> | <p><b>Appropriate Touch and Relationships</b></p> <ul style="list-style-type: none"> <li>• identify the different types of relationships we can have and describe how these can change as we grow</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• begin to understand the importance of caring about other people’s feelings</li> <li>• start to see a situation from another person’s point of view</li> </ul> <p>ELG Link – PSED – Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>ELG – PSED – Building relationships: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers;</p> <p><b>Sharing and Jealousy</b></p> <ul style="list-style-type: none"> <li>• Start to learn some skills for coping with unpleasant/uncomfortable emotions</li> <li>• Begin to understand why we should care about other people’s feelings.</li> </ul> <p>ELG Link – PSED – Self Regulation: Show an understanding of their own feelings and those of others,</p> | <ul style="list-style-type: none"> <li>• understand the importance of caring about other people’s feelings</li> <li>• be able to see a situation from another person’s point of view</li> </ul> <p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• be able to name a range of feelings</li> <li>• understand why we should care about other people’s feelings</li> <li>• be able to see and understand bullying behaviours</li> <li>• know how to cope with these bullying behaviours</li> </ul> <p><b>Body language</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name a range of feelings</li> <li>• understand that feelings can be shown without words</li> <li>• be able to see a situation from another person’s point of view</li> <li>• understand why it is important to care about other people’s feelings</li> </ul> | <ul style="list-style-type: none"> <li>• know why it is important to care about other people’s feelings</li> <li>• understand personal boundaries</li> <li>• know who and how to ask for help</li> <li>• be able to name human body parts</li> </ul> <p><b>Appropriate Touch and Relationships</b></p> <ul style="list-style-type: none"> <li>• identify the different types of relationships we can have and describe how these can change as we grow</li> <li>• explain how our families support us and how we can support our families</li> <li>• identify how relationships can be healthy or unhealthy</li> <li>• explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul> | <ul style="list-style-type: none"> <li>• explain how our families support us and how we can support our families</li> <li>• identify how relationships can be healthy or unhealthy</li> <li>• explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul> |
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|                                 | <p>and begin to regulate their behaviour accordingly;</p> <p>ELG – PSED – Building relationships: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers;</p> |  |  |   |
| <p><b>Being Responsible</b></p> |   | <p><b>Water Spillage</b></p> <ul style="list-style-type: none"> <li>• know how you can help people around you</li> <li>• understand the types of things you are responsible for</li> <li>• know how and understand the importance of preventing accidents</li> <li>• be able to recognise the differences between being responsible and being irresponsible</li> </ul> <p><b>Practice makes perfect</b></p> <ul style="list-style-type: none"> <li>• be able to name ways you can improve in an activity or sport</li> <li>• understand the importance of trying hard and not giving up</li> <li>• be able to see the benefits of practising an activity or sport</li> </ul> | <p><b>Stealing</b></p> <ul style="list-style-type: none"> <li>• understand the differences between borrowing and stealing</li> <li>• be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>• know why it is wrong to steal</li> <li>• be able to understand the differences between being responsible and irresponsible</li> </ul> <p><b>Coming home on time</b></p> <ul style="list-style-type: none"> <li>• recognise the importance of behaving in a responsible manner in a range of situations</li> <li>• describe a range of situations where being on time is important</li> <li>• explain the importance of having rules in the home</li> </ul> | <p><b>Looking out for others</b></p> <ul style="list-style-type: none"> <li>• recognise why we should take action when someone is being unkind</li> <li>• describe caring and considerate behaviour, including the importance of looking out for others</li> <li>• demonstrate why it is important to behave in an appropriate and responsible way</li> <li>• identify how making some choices can impact others' lives in a negative way</li> </ul> <p><b>Stealing</b></p> <ul style="list-style-type: none"> <li>• explain what consent means</li> <li>• recognise the importance of being honest and not stealing</li> <li>• explain why it is important to have a trusting</li> </ul> |

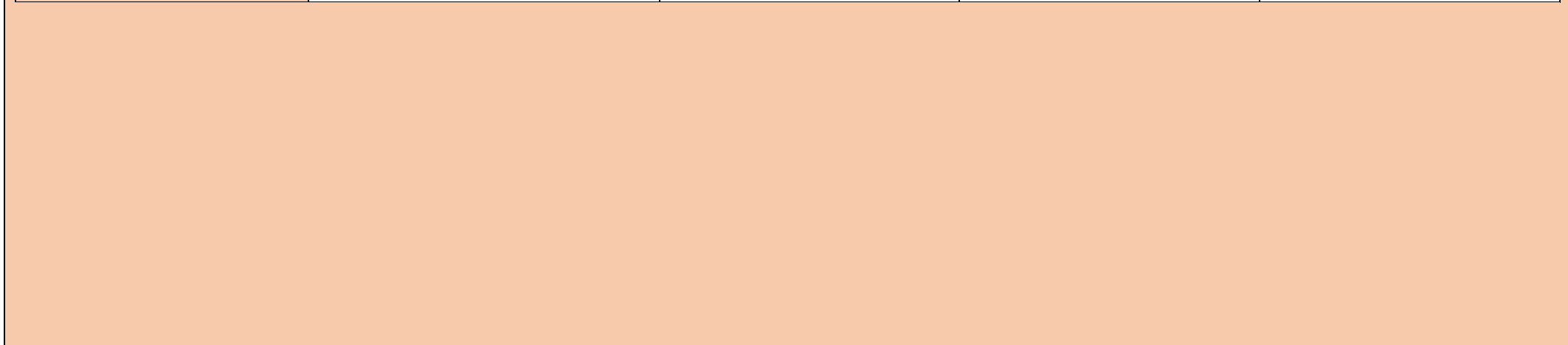
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|                                     |  | <ul style="list-style-type: none"> <li>• be able to learn ways to set goals and work to reach them</li> </ul> <p><b>Helping someone in need</b></p> <ul style="list-style-type: none"> <li>• know how you can help other people</li> <li>• be able to recognise kind and thoughtful behaviours and actions</li> <li>• understand the risks of talking to people you don't know very well in the community</li> <li>• be able to identify the differences between being responsible and being irresponsible</li> </ul> | <ul style="list-style-type: none"> <li>• describe ways that behaviour can be seen to be sensible and responsible</li> </ul>   | <p>relationship between friends and family</p> <ul style="list-style-type: none"> <li>• identify how making some choices can impact others' lives in a negative way</li> </ul>   |
| <p><b>Feelings and Emotions</b></p> | <p><b>Worry</b></p> <ul style="list-style-type: none"> <li>• start to recognise and name emotions and their physical effects</li> <li>• begin to know the difference between pleasant and unpleasant emotions</li> <li>• learn some ways of coping with unpleasant/uncomfortable emotions</li> <li>• start understand that feelings can be communicated with and without words</li> </ul> <p>ELG Link – PSED: Self-Regulation<br/>Show an understanding of their own feelings and those of others,</p> | <p><b>Jealousy</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul> <p><b>Worry</b></p>  | <p><b>Grief/Loss</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul> <p><b>Jealousy</b></p> | <p><b>Anger</b></p> <ul style="list-style-type: none"> <li>• recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</li> <li>• explain how feelings can be communicated with or without words</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control</li> </ul> |

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|                               | <p>and begin to regulate their behaviour accordingly;</p> <p>ELG Link – PSED: Managing Self<br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> | <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul> <p><b>Anger</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul> | <ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good</li> <li>• describe how we can support others who feel lonely, jealous, or upset</li> <li>• recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy</li> </ul> | <p>and manage unpleasant/uncomfortable emotions, such as anger</p> <p><b>Worry</b></p> <ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions</li> <li>• identify how we can reduce our feeling of worry</li> <li>• explain how we can support others who feel worried</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> </ul> |
| <p><b>Computer Safety</b></p> | <p><b>Screen time</b></p> <ul style="list-style-type: none"> <li>• understand how too much screen time can be unhealthy</li> </ul>  | <p><b>Online bullying</b></p> <ul style="list-style-type: none"> <li>• understand how your online activity can affect others</li> </ul>   | <p><b>Making friends online</b></p> <p>be able to identify possible dangers and consequences of talking to strangers online</p> <ul style="list-style-type: none"> <li>• know how to keep safe in online chatrooms</li> </ul>  | <p><b>Image Sharing</b></p> <ul style="list-style-type: none"> <li>• list reasons for sharing images online</li> <li>• identify rules to follow when sharing images online</li> </ul>  |

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|                         | <ul style="list-style-type: none"> <li>• Begin to find ways of moving away from screen time and choosing something healthier to do.</li> <li>• ELG Link – PSED: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> </ul> | <ul style="list-style-type: none"> <li>• be able to identify the positives and negatives of using technology</li> <li>• know who and how to ask for help</li> <li>• be able to recognise kind and unkind comments</li> </ul> <p><b>Image Sharing</b></p> <ul style="list-style-type: none"> <li>• Understand how your online actions can affect others</li> <li>• Be able to name the positive and negative ways you can use technology</li> <li>• Know the risks of sharing images without permission</li> <li>• Understand the types of images that you should and should not post online</li> </ul> | <ul style="list-style-type: none"> <li>• be able to name the positives and negatives of using technology</li> <li>• understand the difference between safe and risky choices online</li> </ul> <p><b>Online Bullying</b></p> <ul style="list-style-type: none"> <li>• recognise the key values that are important in positive online relationships</li> <li>• identify the feelings and emotions that may arise from online bullying</li> <li>• develop coping strategies to use if we or someone we know is being bullied online</li> <li>• identify how and who to ask for help</li> </ul> | <ul style="list-style-type: none"> <li>• describe the positive and negative consequences of sharing images online</li> <li>• recognise possible influences and pressures to share images online</li> </ul> <p><b>Making Friends Online</b></p> <ul style="list-style-type: none"> <li>• list the key applications that we may use now and in the future</li> <li>• know and understand why some applications have age restrictions</li> <li>• identify ways to keep yourself and others safe in a range of situations online and offline</li> <li>• recognise that people may not always be who they say they are online</li> </ul> |
| <p><b>Our World</b></p> |  | <p><b>Growing in our world</b></p> <ul style="list-style-type: none"> <li>• understand the needs of a baby</li> <li>• be able to recognise what you can do for yourself now you are older</li> <li>• be able to describe the common features of family life</li> <li>• be able to recognise the ways in which your family is special and unique</li> </ul> <p><b>Living in our world</b></p>   | <p><b>Looking after our world</b></p> <ul style="list-style-type: none"> <li>• be able to explain the meaning of reduce, reuse, and recycle</li> <li>• recognise how we can help look after our planet</li> <li>• be able to identify how to reduce the amount of water and electricity we use</li> <li>• understand how we can reduce our carbon footprint</li> </ul> <p><b>Chores at home</b></p>  | <p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>• understand and explain why people might want to save money</li> <li>• identify ways in which you can help out at home</li> <li>• budget for items you would like to buy</li> <li>• recognise ways to make money and the early stages of enterprise</li> </ul> <p><b>In App Purchases</b></p>  |

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|   |   | <ul style="list-style-type: none"> <li>• understand why we should look after living things</li> <li>• be able to identify how we can look after living things both inside and outside of the home</li> <li>• recognise why it is important to keep our communities and countryside clean</li> <li>• be able to encourage others to help keep their communities and countryside clean</li> </ul> <p><b>Working in our world</b></p> <ul style="list-style-type: none"> <li>• understand different ways we can receive money</li> <li>• know how to keep money safe</li> <li>• be able to describe the skills you may need in a future job or career</li> <li>• be able to recognise the differences between wants and needs</li> </ul> | <ul style="list-style-type: none"> <li>• identify ways in which we can help those who look after us</li> <li>• explain the positive impact of our actions</li> <li>• describe the ways in which we can contribute to our home, school, and community</li> <li>• identify the skills we may need in our future job roles</li> </ul> | <ul style="list-style-type: none"> <li>• know and understand various money-related terms</li> <li>• recognise some of the ways in which we can spend money via technology</li> <li>• describe the potential impact of spending money without permission</li> <li>• identify strategies to save money</li> </ul> |
| <p><b>A World Without Judgement</b></p> | <p><b>Accepting others</b></p> <ul style="list-style-type: none"> <li>• I understand why others might play differently to us</li> <li>• I know that it is ok to be different</li> </ul> |   | <p><b>Breaking down barriers</b></p> <ul style="list-style-type: none"> <li>• recognise positive attributes in others</li> <li>• explain why being different is okay</li> <li>• recognise your own strengths and goals, and understand that these may be different from those around you</li> </ul>                                | <p><b>Inclusion and Acceptance</b></p> <ul style="list-style-type: none"> <li>• identify some of the ways in which we are different and unique</li> <li>• explain some of the elements which help us to have a diverse community</li> <li>• describe strategies to overcome barriers and</li> </ul>             |

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|  | <p>ELG link – PSED – Building Relationships: Show sensitivity to their own and to others’ needs</p> |  | <ul style="list-style-type: none"> <li>• identify some of the ways we can overcome barriers and promote equality</li> </ul> | <p>promote diversity and inclusion</p> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>• understand that there are a wide range of religions and beliefs in the UK</li> <li>• explain each of the British values</li> <li>• create a range of values for your educational setting</li> <li>• explain how all religions can live in cohesion</li> </ul> |
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**Progression in Catholic Social Teaching - Caritas**

|   | EYFS  | Y1 and Y2   | Y3 and Y4   | Y5 and Y6  |
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| <p><b>The Dignity of the Human Person</b><br/><b>ADVENT 1</b></p> | <p>I know that God made me and loves me very much<br/>I know that God made me and all my friends very beautiful</p> | <p>Y1<br/>I know that God loves us equally as His children.<br/>I know that we are all different and amazing.</p> <p>Y2</p> | <p>I know that we are all equal in God’s eyes and loved.</p> <p>I know that I have been given a special gift for the world.</p> | <p>I know that each person is unique and irreplaceable – everyone matters.</p> <p>I know that people matter more than possessions.</p> |



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|                                       |  | I know that we love and look after each other because we are all brothers and sisters. I know that loving each other makes us strong.  |   |   |
| <b>Family and Community</b>           | I can identify my school family.<br>I know that we love and look after each other because we are all brothers and sisters in God's family. | Y1<br>I know that we are all part of a community.<br>I know that we look after and care for each other.<br><br>Y2<br>I know that I belong to my family and my community.<br>I know that my community needs me. | I know what makes community.<br><br>I know how we can build community up.<br>I know how to build the kingdom of God up. | Covered in Y3/4   |
| <b>Solidarity and the Common Good</b> | I know that we are all friends.<br>I know that we play together in love and peace.   | Y1<br>I know that we are brothers and sisters – one family, one world.<br><br>I know that we learn together.<br><br>Y2<br>I know that we build together a community of peace.                                  | Covered in Y5   | I listen to others with my ears, eyes, heart and mind. I know that we walk together as people of peace. I can describe how we face challenges together. |
| <b>Rights and Responsibilities</b>    | I know that God wants everyone to be happy.<br><br>I know that God gives us all we need to be happy.                                       | Y1<br>I can help others to make the right choices.<br>I can explore what makes us happy.   | I can name some barriers to happiness.<br>I know that we can find happiness with each other.                            | Covered in Y3/4   |

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|  |  | <p>Y2<br/>I can find happiness with others.</p>  | <p>I can help others to make the right choices.<br/>I can explain fair shares for all.</p>   |   |
| <p><b>Option for the Poor and Vulnerable</b></p> | <p>I know that God's gifts are for everyone.<br/>I share toys and food with friends so that everyone has enough.</p> | <p>Y1<br/>I know that some of God's family have plenty of toys, food, clothes. Some don't.<br/><br/>I can explore the feelings of those who have plenty and those who have little.<br/><br/>Y2<br/>I can work together to make our family happy. I can begin to explore fairness and justice.<br/><br/>I can identify who needs our helps and suggest ways of helping.</p> | <p>Covered in Y5/6</p>   | <p>Year 5<br/>I know that some parts of our area are richer or poorer than others.<br/>I can describe the needs of a poor area compared to those of a rich area.<br/><br/>Year 6<br/>I see brothers and sisters, not strangers in need. I know how to raise awareness locally and nationally.<br/>I can be Christ's voice in our area for those who need us the most.</p> |
| <p><b>The Dignity of Work</b></p>                |  | <p>Y1<br/>I know that everybody's work is valuable and important for the community.<br/><br/>I can describe how we work together to build up our school family.<br/><br/>Y2</p>  | <p>I can explain how work builds us up.<br/>I can describe the many sides of working together to build up a community.<br/><br/>I can recognise and help others to find their gift and share it.</p> | <p>Covered in Y3/4</p>  |

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|                    |  | <p>I can begin to find my special job – my gift to the world.</p> <p>I know the importance of working hard to be the best you can be, for others.</p>          | <p>I can enable other to aim high.</p> |  |
| <b>Stewardship</b> |  | <p>Y1<br/>I know that we can learn from God’s creation and that we depend on each other.</p> <p>Y2<br/>I know how to make good choices and be responsible.</p> | <p>Covered in Y5</p>                   | <p>Year 5 only<br/>I know that all things are connected.<br/>I believe in ‘enough for everyone’s need but not everybody’s greed’.<br/>I know that we are stewards of God’s world.<br/>I can describe how we see God in creation.</p> |

**Curriculum Sequencing within RHSE, PSHE and Catholic Social Teaching**

**Advent 1**

**Race/Harmful Sexual Behaviour Focus**

**Protected Characteristicsn**

|             | Cycle A<br>RSE  | Cycle B<br>1 Decision  | Cycle C<br>Catholic Social Teaching  | Cycle A<br>RSE                       | Cycle B<br>1 Decision  | Cycle C<br>Catholic Social Teaching   | Personal Development Opportunities<br>‘Try new things’   |
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| <b>EYFS</b> | <p>Unit 1: Story Sessions:<br/>Handmade with love</p> | <p><b>Story:</b> Pink goes to school.<br/><b>Talking and Sorting Cards:</b> starting school photo pack and instruction card.</p> | <p><b>Caritas – The Dignity of the Human Person – God made me and loves me very much</b></p> | <p>Unit 1: Session 1<br/>I am me</p> | <p><b>Story:</b> Blue learns to share<br/><b>Talking and Sorting Cards:</b> sort the ‘this is sharing’ and ‘this is not sharing’ cards</p> | <p><b>Caritas – The Dignity of the Human Person – God made me and my friends very beautiful</b></p> | <p>Try a new food at dinner time.<br/>Speak to someone new in FS2.<br/><b>Curriculum based (UTW-Traditional ideas)</b></p> |

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|        |  | <p><b>Dilemma/Scenario:</b><br/>Pink dilemma drop<br/>Anger – being asked to tidy up at break/dinner</p> |  |  | <p><b>Dilemma/Scenario:</b><br/>Blue dilemma drop<br/>Jealousy – sharing a friend – your friend has made a new friend. What can we do to help?</p> | <p>(Ensure difference is discussed and celebrated)</p>  | <p>We are going to try <u>new things</u> and have <u>original ideas</u> like Three little Pigs did when building their own houses.</p> <p>We are going to try <u>new ways</u> to show <u>kindness</u> like Little Red Riding Hood showed to her Grandma by taking her a basketful of treats.</p>   |
| Year 1 | <p>Story session:<br/>Let the chn come</p> | <p><u>Jealousy</u><br/>(Feelings and Emotions)</p>   | <p><b>Caritas – The Dignity of the Human Person – God loves us equally as his children</b></p> | <p>Unit 2: Session 1<br/>I am unique<br/>(Celebrating similarities and differences between people)</p> | <p><u>Jealousy</u><br/>(Feelings and Emotions)</p>   | <p><b>Caritas – The Dignity of the Human Person – We are all different and amazing</b></p> <p>(Ensure difference is discussed and celebrated)</p> | <p>Try to use the lines in your books correctly.<br/>Try to sit beautifully in Acts of Worship.</p> <p><b>Curriculum based:</b><br/>To <b>push yourself</b> to count in 2's to 20.<br/>Humans: <b>imagine and understanding others.</b> Discussion around when people lose a sense, i.e. blind.<br/>Links to geography, can you use maps to help guide them around our classroom?</p> <p>What is history? – <b>imagine</b> how life has changed in school and play between now and our grandparents' generation.</p> <p>Geography: imagine – a new pupil had never been to Belper. What landmarks would you show them? Could you show them where Belper is on a map? Could</p> |

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| <p><b>Year 2</b></p> | <p>Unit 2: Session 3<br/>Clean and Healthy</p>  | <p><u>Worry</u><br/>(Feelings and emotions)</p>   | <p>Equaliteach<br/>Reject Racism ' Universal Values'</p> <p>Intro the British value of Mutual respect and tolerance of those with different faiths and beliefs</p> <p>Hats of faith</p> | <p>Feelings- Likes and dislikes</p> | <p><u>Anger</u><br/>(Feelings and emotions)</p>   | <p>Caritas – The Dignity of the Human Person – Loving each other makes us strong.</p>  | <p>you create a map of our classroom to help guide them?</p> <p>Try new activities at lunchtime.</p> <p>Try to achieve 5 times reading at home a week.</p> <p><b>Curriculum based:</b><br/><b>Geography</b><br/><u>Character trait: Try new things with the help of others-</u><br/><b>History:</b><br/><u>Character trait – try new things</u><br/>–<br/><b>Science:</b><br/><u>Trying something new.</u> James Dyson. Constantly changing and updating his design to improve the suction of Hoover.</p>  |
| <p><b>Year 3</b></p> | <p>Read 'My world, your world' and complete a short activity about celebrating difference.<br/><br/>(Equaliteach)</p> | <p><u>Touch</u><br/><i>Looks at appropriate and inappropriate touch and enables children to explore who they can talk to if they are uncomfortable)</i><br/>(Relationships 5-8)</p> | <p><b>Caritas – The Dignity of the Human Person – We are all equal in God's eyes and loved.</b></p>   | <p>Y3: Respecting our bodies</p>    | <p><u>Touch</u><br/><i>Looks at appropriate and inappropriate touch and enables children to explore who they can talk to if they are uncomfortable)</i><br/>(Relationships 5-8)</p> | <p><u>(1 decision) Touch</u><br/><i>Looks at appropriate and inappropriate touch and enables children to explore who they can talk to if they are uncomfortable)</i><br/>(Relationships 5-8)</p> | <p>Working with someone new in class<br/>Try playing in a different area at playtime and lunchtime – try a new activity</p> <p><b>History link -</b><br/><b>Personal Development – Debate – Make comments, ask questions and respectfully challenge ideas.</b></p> <p><b>Debate – Roman Britain - The Romans didn't do anything for us?</b><br/>Research – LA/MA groups – look at the impact the Romans had on Britain – what they brought to the lifestyle and culture at the time.<br/>HA – Look at what happened when the Romans left. Argue that the Romans didn't have much impact because many</p> |

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|        |   |   |   |                            |   |  | <p>people moved out of the towns when the Romans left.</p> <p><u>Science- Personal development</u></p> <p><u>Study the scientist</u></p> <p>Joean Beauchamp Procter Zoologist who worked in the British Museum and London Zoo at a time when women were not encouraged to be scientists.</p> <p>This scientist showing us we should 'try new things' to discover new technology 'not give up' even with barriers in our way. She also overcame ill health all her life and did not let it get in her way- resilience .</p> |
| Year 4 | Unit 2: Session 1<br>We don't have to be the same | <p><u>Appropriate Touch</u><br/><i>How relationships can be healthy and unhealthy</i><br/>(Growing and changing 8-11)</p> | <p>Read 'My Friend, Jamal' and discuss and celebrate the differences</p> <p>Equaliteach</p> | Year 4's: What is puberty? | <p><u>Appropriate Touch</u><br/><i>How relationships can be healthy and unhealthy</i><br/>(Growing and changing 8-11)</p> | <p>(1 decision)<br/><u>Appropriate Touch</u><br/><i>How relationships can be healthy and unhealthy</i><br/>(Growing and changing 8-11)</p> | <p>Try a new author/genre or if you only read fiction, try some non-fiction or poetry.</p> <p>Try to use a new word that you've learned in your writing.</p> <p><u>Study the scientist</u></p> <p>Cindy Looy- 'try new things' to discover new technology.</p> <p>Environmental Change and Extinction- link to Laudato si and service.</p> <p>Catholic social teaching. This scientist showing us we should be responsible. How can we show</p>  |

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|        |   |  |   |                                      |  |  | responsibility for looking after our school and wildlife. Link with charity team and raising funds for WWF.  |
| Year 5 | What are Protected Characteristics?                               | <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>Protected characteristics: Race</p> | <p>Caritas – The Dignity of the Human Person – Each person is unique and irreplaceable – everyone matters</p> | <p>10/10<br/>Y5: Types of Abuse</p>  | <p>Appropriate Touch<br/><i>How relationships can be healthy and unhealthy</i><br/>(Growing and changing 8-11)</p> | <p>British values<br/>Recap on previous learning</p>   | <p>Apply to be a house Captain and represent your house to be a great role model<br/>Be a part of the Chaplaincy Team to support others in our community and children within their faith.</p> <p><u>Curriculum Links</u><br/><u>Science</u><br/>Scientists showing us how we should discover and try new things.<br/>Recognise the importance of the work of Isaac Newton and his contributions to Theory of Gravity</p> |
| Year 6 | My Dad, the Hero<br><br>Story on equalities focussing on EAL/Race | <p>Worry<br/>(Feelings and Emotions)</p>   | <p>Caritas – The Dignity of the Human Person – People matter more than possessions.</p>                       | <p>10/10<br/>Y6: Spots and Sleep</p> | <p>Worry<br/>(Feelings and Emotions)</p>   | <p>Appropriate Touch<br/><i>How relationships can be healthy and unhealthy</i><br/>(Growing and changing 8-11)</p> | <p>Apply to be a house Captain and represent your house to be a great role model<br/>Be a part of the Chaplaincy Team to support others in our community and children within their faith.</p>  |

## Advent 2

### Anti-Bullying Focus / Continued Harmful Sexual Behaviour Focus / Equalities: Disability

|                    | Cycle A<br>RSE  | Cycle B<br>1 Decision<br>ANTIBULLYING<br>WEEK   | Cycle C<br>Catholic Social<br>Teachingk  | Cycle A<br>RSE                                 | Cycle B<br>1 Decision   | Cycle C<br>Catholic Social<br>Teaching   | Personal Development Opportunities<br><br>'Push themselves'<br><br>Virtue: Kindness   |
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| <p><b>EYFS</b></p> | <p>Unit 2:<br/>Session 2<br/>Heads,<br/>Shoulders,<br/>Knees and<br/>Toes</p> | <p>Anti Bullying</p> <p>10/10<br/>Module 2, Unit 2<br/>Session 2 You've got<br/>a friend in me</p> <p>10/10<br/>Module 2, Unit 2<br/>Session 2 Forever<br/>friends</p> <p><b>Story:</b> Why does<br/>purple play<br/>differently to us?<br/><b>Talking and Sorting<br/>Cards:</b> Discuss<br/>photos which may<br/>help children on the<br/>autistic spectrum.<br/><b>Dilemma/Scenario:</b><br/>Green dilemma drop<br/>– Pink often wears<br/>headphones because<br/>of noise, Green is<br/>confused by this.<br/>How can we help<br/>Green understand?</p> | <p>Caritas –<br/>Solidarity and<br/>the common<br/>good – We are<br/>all friends</p> | <p>Unit 2: Session<br/>3<br/>Ready, Teddy?</p> | <p><b>Story:</b> Blues' Best<br/>Friend<br/><b>Talking and Sorting<br/>Cards:</b><br/>friendly/unfriendly<br/>behaviour<br/><b>Dilemma/Scenario:</b><br/>Making friends.<br/>Blue would like to<br/>play with red and<br/>yellow but isn't<br/>sure how to play<br/>the game. What<br/>can we do to help?</p> | <p>Caritas –<br/>Solidarity and<br/>the common<br/>good – We play<br/>together in love<br/>and peace</p> | <p>Try to complete all your 'mini me<br/>challenges'.</p> <p>Have a go at getting changed for PE<br/>without asking for an adult to help you.</p> <p><b>Curriculum based (UTW- Traditional<br/>ideas)</b><br/>We are going to <u>work hard</u> and <u>push<br/>ourselves</u> like the characters in Stuck in<br/>the mud.</p> <p>We are going to <u>push ourselves</u> to show<br/><u>service</u> and <u>faith</u> during Advent like<br/>Mary and Joseph showed towards God<br/>by loving Jesus.</p> |



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|               |  | Equalities: Disability  |  |   |   |  |  |
| <b>Year 1</b> | <p>Unit 1:<br/>Session 2<br/>Girls and boys</p> <p>Physical differences between boys and girls.<br/>Naming body parts.</p> | <p><u>1 Decision</u><br/>Friendship<br/>(Relationships)</p> <p>Online Bullying<br/>(Computer Safety)</p>  | <p>Caritas –<br/>Solidarity and the common good – We are brothers and sisters – one family and one world</p> <p>Equalities: Race</p> | <p>Unit 4: Session 1<br/>The Cycle of Life</p> <p>We are all born and will all die.</p> | <p>Ten Ten<br/>Unit 4 : Session 2</p> <p>Beginnings and endings</p> | <p>Freddie and the Fairy</p> <p>Equalities: Disability<br/>(Hearing)</p> | <p>Push yourself to use some red words in your writing.<br/>Push yourself to get changed for PE in less than 5 minutes.</p> <p><b>Curriculum based:</b><br/>History: Plague: talk about how our understanding of staying healthy has improved. Science/PSHE</p> <p>Geography: <b>imagine</b> – a new pupil had never been to derby. What landmarks would you show them? Could you show them where Derby is on a map? Could you create a map of our classroom to help guide them?</p>   |
| <b>Year 2</b> | <p>Unit 3:<br/>Session 2<br/>Feelings Inside and Out</p>   | <p><u>1 Decision</u><br/>Bullying<br/>(Relationships)</p> <p>Image Sharing<br/>(Computer Safety)</p> <p>Computer Safety<br/>Documentary<br/>(Computer Safety)</p> | <p>Caritas –<br/>Solidarity and the common good – We build together a community of peace</p>   | <p>Unit 3: Session 3<br/>Super Susie Gets Angry</p>                                     | <p><u>Body Language</u><br/>(Relationships)</p>                     | <p><u>(1 decision)</u><br/><u>Body Language</u><br/>(Relationships)</p>  | <p>Push yourself to speak confidently in front of others.</p> <p>Push yourself to use neater presentation in your books.</p> <p><b>Curriculum based:</b><br/><b>Geography</b><br/><u>Character trait:</u><br/><u>Try new things/push themselves-</u> join in with a familiar activity. Naming the oceans and describing them. Recall their familiar knowledge from year 1 and trying to name them on more than one occasion through revisits.<br/><b>History:</b><br/><u>Character trait</u> <u>Push themselves-</u> MLK had to explain his views and feelings</p> |

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|               |                               |   |   |   |  |   | <p><b>in an uncomfortable situation and push past his fears to help others.</b></p> <p><b>Science:</b><br/>         Agnes Arber- Botanists – improving their work, <b>pushed herself</b> because she continued her work into plant classification during WW2. She <b>did things more than once</b> to get it right.<br/>         Gustaf Dalen- blind, link to disability month. He <b>pushed himself</b> to achieve great things, to support others who are deaf and blind.</p>  |
| <b>Year 3</b> | Unit 3:<br>What am I feeling? | <u>1 Decision</u><br>Online bullying<br>(Computer Safety) | <b>Caritas – Rights and responsibilities– Barriers to happiness</b> | Year 3:<br>I am thankful.<br><br>Identifying wrong behaviours and building up resilience to not be persuaded to make wrong choices. | <b>Freddie and the High Flying Kick book to be read -</b><br>Meet Freddie, a young boy who loves to play football, has a brother called Frankie and a frame to help him walk.<br>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 Supersiblings Gang visit the school to show the children what to do and the importance of inclusion.<br><b>Equalities:</b><br><b>Disability (Physical)</b> | <b>Caritas – Rights and responsibilities– Finding happiness with each other</b> | <p><b>Push yourself to use a Tier 3 word in your Talk for Writing work.</b></p> <p><b>Push yourself to move on a step in maths</b></p> <p><b><u>Personal Development – Try new things – Learn to have a debate – Make comments, ask questions and respectfully challenge ideas.</u></b></p> <p><b><u>Debate – The Romans didn't do anything for us?</u></b></p> <p>Research – LA/MA groups – look at the impact the Romans had on Britain – what they brought to the lifestyle and culture at the time.</p> <p>HA – Look at what happened when the Romans left. Argue that the Romans didn't have much impact because many people moved out of the towns when the Romans left.</p> <p><b>Science</b></p> |

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|                      |  |   |   |                       |   |   | <p><b><u>Study the scientist – look at personal character traits and link to the pupils character traits and learning code.</u></b></p> <p>Joseph Priestly - Discovered oxygen and 9 other gases and invented carbonated water. Priestly had a stutter but this did not keep him from his studies- <b>Pushed himself</b> . He was curious about many things and worked hard so could speak many different languages.</p> <p><b><u>Going for gold and original ideas- imagine</u></b></p>   |
| <p><b>Year 4</b></p> | <p>Unit 3:<br/>What am I looking at?</p> <p>Fake reality on social media.<br/><b>Gender stereotypes.</b></p> | <p><b><u>1 Decision</u></b><br/><b>Making friends online</b><br/><b>(Computer Safety)</b></p> | <p>Caritas – Rights and responsibilities– Helping each other make the right choices</p> | <p>Y4: Lifecycles</p> | <p>Different – A great thing to be!</p> <p>Book to read and discuss</p> <p>Equalities: Disability (Down’s syndrome)</p> | <p>Caritas – Rights and responsibilities– Fair shares for all</p> | <p>Push yourself to contribute more to class discussion.<br/>Push yourself to say a sentence with confidence in French.</p> <p><b><u>Study the scientist – look at personal character traits and link to the pupils character traits and learning code- push yourself.</u></b></p> <p>Thomas Edison- Lightbulb- made many inventions as a very curious man. He also achieved this even though he was hard of hearing- link to disability month <b>Pushed himself. Don't give up</b></p> <p><b><u>History – Ancient Egyptians</u></b></p> <p><b><u>Personal Development – Push ourselves – Ask questions, make comments and seek clarification.</u></b></p> <p>A small group of HA children extend their learning by researching and making a presentation to the class about the River</p> |

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|        |   |  |   |                                  |  |  | <p>Nile and its importance to the Ancient Egyptians.</p> <p>The class watch their presentation and then in small groups push themselves to decide on some questions or clarifications they could ask about the presentation.</p>   |
| Year 5 | <p>10/10: Sharing isn't always caring</p> | <p>Anti-Bullying Week</p> <p><u>1 Decision</u></p> <p>Peer pressure (Keeping/Staying Safe)</p> <p>Image Sharing (Computer Safety)</p> <p>Making friends online (Computer Safety)</p> | <p>The Superhero Brain – Explaining autism to empower kids</p> <p>Book to read and discuss</p> <p>Equaliteach: Disability – ASD – Sensory needs</p> | <p>10/10 Seeing Stuff Online</p> | <p>Caritas – Option for the poor and vulnerable – Why are some parts of our area richer or poorer than others?</p> | <p>Water safety- ice dangers of frozen lakes</p> | <p>Push yourself to be able to recall times tables to 12 without guides.</p> <p>Push yourself to get your name on a feedback board for outstanding work.</p> <p>To gain house points from a teacher that is not your class teacher</p> <p><u>Curriculum Links</u></p> <p>Science:</p> <p><b>Suitability of everyday Materials:</b><br/>Listen to others reasoning about the suitability of everyday materials and push themselves to come to shared conclusions</p> <p>Push yourself to behave and think like a scientist when conducting experiments, – To be able to make predictions and conclude results</p> <p><b>In history:</b><br/>Push themselves to try new things and have original ideas. Be inspired by Victorian inventors where rapid</p> |

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|        |                      |  |  |                           |                              | <p>change had a positive impact on people's lives.<br/>Push themselves to use vocabulary – politically, economically, socially,</p> <p>Black History month – Focus on Nelson Mandela and his struggle for fairness - NM was trying to make society <b>understand others</b> through their words and actions. He showed <b>respect</b> and <b>acceptance</b> towards everyone.</p> <p>Tolerance and acceptance of other race and cultures. Democracy – everybody has a right to vote.</p> <p>Tudors – Understanding the catalyst for the English Reformation.<br/>Catholics/Protestants</p> <p>Teamwork - tactics during conflict.<br/>Tolerance and acceptance of other faiths.</p> <p>In Geography: Push ourselves to combine and link our understanding of both climate zones and biomes<br/>AND<br/>Pushing ourselves to use atlases with more confidence (rainforests)</p> |   |
| Year 6 | 10/10 Cyber Bullying | <p><u>Anti-Bullying Week</u><br/><u>1 Decision</u><br/>Making friends online<br/>(Computer Safety)</p> | <p>Caritas – Option for the poor and vulnerable – Helping each other to see brothers and</p> | 10/10 Seeing Stuff online | Stealing (Being Responsible) | <p>He's not naughty – Deborah Brownson</p>   | <p>Push yourself to use a variety of conjunctions in your writing using FANBOYS and ISAWAWABUB as a source of support</p> |

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|  |  | Looking out for others<br>(Being responsible) | sisters, not strangers, in need. Raising awareness locally and nationally. |  |  | Book to read and discuss<br><br>Equalities: Disability - ASD | Push yourself to move on a step-in maths to ascend up the progress drives.<br><br>Using reading texts as inspiration for writing. Magpie tier 3 words from across the curriculum in your writing. |
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| Lent 1<br>Focus on British Values and Gender Equality |  |  |  |   |   |   |  |
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|   | Cycle A<br>RSE   | Cycle B<br>1 Decision  | Cycle C<br>Catholic Social Teaching  | Cycle A<br>RSE                                  | Cycle B<br>1 Decision   | Cycle C<br>Catholic Social Teaching   | Personal Development Opportunities<br><br>'Improve' and 'Work hard'<br><br>Virtue: Service |
| EYFS  | Unit 3:<br>Session 1 -<br>I like, you like, we all like! | <b>Story:</b> Blue explores road safety<br><b>Talking and Sorting Cards:</b> sorting safe and unsafe cards<br><b>Dilemma/Scenario:</b> Road safety – Blue is playing tennis in the park. | <b>Caritas – Option for the poor and vulnerable – God's gifts are for everyone</b> | Unit 3: Session 2 – Good feelings, bad feelings | <b>Story:</b> Green gets glasses<br><b>Talking and Sorting Cards:</b> sorting helpful and unhelpful cards | <b>Caritas – Option for the poor and vulnerable – Learning to share our toys and food</b> | <b>To improve our letter formation and try and sit the letters on the line.</b>            |

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|               |   | The ball goes out on to the road.<br>What can blue do? |  |   | <b>Dilemma/Scenario:</b><br>Worrying and adjusting to change – worrying about what your friends might say about your new glasses. | with our friends so that everybody has enough   | <b>To improve our quick recall of number bonds to 10.</b><br><br><b>Curriculum based (UTW- We're going on a Bear Hunt).</b><br>We are going to <u>improve</u> our team work skills just like the family did, as they travelled through the settings to find the Bear. |
| <b>Year 1</b> | Unit 1:<br>Session 1<br>God loves you     | <u>Water Spillage</u><br>(Being responsible)           | <b>Caritas – Option for the poor and vulnerable –</b><br>Some of God's family have plenty of food, toys and clothes. Some don't. | Unit 2: Session 1<br>Special People   | <u>Water Spillage</u><br>(Being responsible)  | <b>Caritas – Option for the poor and vulnerable –</b><br>Exploring the feelings of those who have plenty and those who have little. | Try to improve your handwriting in all subjects.<br>Try to improve the quality of your drawings in all subjects.<br><br><b>Curriculum opportunities:</b><br>History -   |
| <b>Year 2</b> | Unit 2:<br>Session 2<br>Treat others well | <u>Practice makes perfect</u><br>(Being responsible)   | <b>Caritas – Option for the poor and vulnerable –</b><br>Working together to make our family happy. Exploring                    | Read and discuss 'Dogs don't do ballet' in relationship to gender expectations – please see p61 | <u>Practice makes perfect</u><br>(Being responsible)  | <b>Caritas – Option for the poor and vulnerable –</b> Who needs our help? How can we help?  | Improve my organisational skills, making sure I am prepared for each lesson.<br><br>Improve my confidence at sharing ideas in class.  |

justice and fairness.

<https://equalityteach.co.uk/downloads/>

EqualityTeach-Outside-The-Box.pdf

After reading and discussing the book, solicit unfair ideas and expectations that the class are aware of about boys and girls, such as 'girls can't play football', 'boys can't wear pink' etc. Agree that these ideas are false, unfair and can hurt people's feelings. Invite the young people to draw their own story book inspired by Biff's story, using the unfair ideas on the board as book titles

**History:**

**Character trait – Florence Nightingale** had to **work hard** to get where she needed to be and **improve** the quality of care for the soldiers.

**Science:**

**Alan Titchmarsh – Botanist & Gardener**

**Improving** gardens, making improvements to help others.

**Charles Macintosh – Waterproof material. Wellies.** **Improved** his inventions. encouraging children to make a small improvement to their design.



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| Year 3 | Y3: Jesus my friend<br>-----<br>--- | <p>P63 of <a href="https://equaliteach.co.uk/downloads/">https://equaliteach.co.uk/downloads/</a></p> <p>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) using the accompanying videos (see below). Facilitate a discussion about young peoples' responses to the real-life role model.</p> | Continuation of P63 of Equaliteach lesson | <p>Equality: Gender</p> <p>Y3: Jesus my friend<br/>-----</p> | <p>P64 of Equaliteach</p> <p>Space invaders activity linked to gender stereotypes</p> <p>Equality: Gender</p> | <p>Continuation of P64 of Equaliteach</p> <p>Space invaders activity linked to gender stereotypes</p> <p>Equality: Gender</p> | <p>Team work- taking turns and listening to each others ideas.</p> <p>When using web of ideas acknowledge what your team mate has said.</p> <p><b>Study the Scientist- improvements in health</b></p> <p>Washington &amp; Lucius<br/>Sheffield- Toothpaste in a tube</p> <p><b>Discuss</b> how their invention has <b>improved</b> our health, reducing tooth decay- link to serving others- discipleship</p> |
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|               |                                | <p>Equality: Gender</p>  |   |                            |   |  | <p><b>Personal Development</b></p> <p><b>Improve concentration skills –</b></p> <p>Draw a step-by-step Viking Ship and annotate it with information learned about their effectiveness.</p>     |
| <p>Year 4</p> | <p>Y4:<br/>Changing bodies</p> | <p>P66 'The World Around Us' from Equaliteach</p> <p>Equality: Gender Equality</p> | <p>Read Kave-Tina Rox</p> <p>Read and discuss gender stereotypes</p> <p>Equality: Gender Equality</p> | <p>Y4: Changing bodies</p> | <p>Read 'Pass it Polly'</p> <p>Read and discuss gender stereotypes</p> <p>Equality: Gender Equality</p> | <p>Creating posters to showcase how you can be whatever you want to be linked to the gender equality theme</p> | <p><b>Science</b></p> <p><b>Study the scientist-</b> look at character traits and how match to learning code.</p> <p><b>Improvements in health</b></p> <p>- xrays</p> <p>Marie Curie- Radiation- She carried on even though she was sick with radiation- <b>Never Give up</b></p> |

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| Year 5 | 10/10<br>Y5:<br>Reaching out | <u>Anger</u><br>(Feelings and emotions) | Caritas –<br>Solidarity and<br>the common<br>good – I listen to<br>you with my<br>ears, eyes, heart<br>and mind | 10/10<br>Body image | Breaking down barriers<br>1 Decision | Caritas – Solidarity<br>and the common<br>good -We walk<br>together as<br>people of peace | <p>In history:</p> <p>To improve our understanding of the British Empire inc dates, countries and negative and positive impact. Improve being able to make comparisons with other areas studied.</p> <p>AND</p> <p>Improve understanding by comparison of beliefs – Ancient Greek Gods/compare to British – Victorian and Tudors – similarities with ancient Egypt that all children have studied in LKS2</p> <p>Science:</p> <p><b>The effect of exercise on the body:</b> To improve our understanding of healthy eating and exercise and how this can impact our overall health</p> <p><b>Reproduction of plants and animals:</b> To use our Red Pen opportunities to show effort in refining and adjusting work to</p> |  |

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|        |                                    |                           |  |                      |  |  | <p>improve our understanding of newly gained knowledge</p> <p><b>To improve In Geography:</b><br/>         Improve our retention of key geographical vocabulary (marine biome)</p> <p>And (Ice biome) Improve our ability to share responsibilities within a team</p> |
| Year 6 | 10/10 Do you want a piece of cake? | 1 Decision Under Pressure |  | 10/10 Under Pressure | British Values (A World Without Judgement) | British Values (A World Without Judgement) |   |

## Lent 2

### Revisit of Harmful Sexual behaviour / British Values (Mutual respect) / Equality (Celebrating other faiths)

|      | Cycle A<br>RSE                              | Cycle B<br>1 Decision   | Cycle C<br>Catholic Social<br>Teaching  | Cycle A<br>RSE                       | Cycle B<br>1 Decision  | Cycle C<br>Catholic Social<br>Teaching  | Personal Development<br>Opportunities   |
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|      |   |   |   |                                      |  |   | <p>'Don't give up' and<br/>'Concentrate' and<br/>'Work hard'</p> <p><b>Virtue: Perseverance</b></p>   |
| EYFS | Unit 3:<br>Session 3<br>– Let's<br>get real | <p><b>Story:</b> Rainbows food journey</p> <p><b>Talking and Sorting Cards:</b> Food from around the world and ways in which they are eaten.</p> <p><b>Dilemma/Scenario:</b> Your mum gives you chicken and rice for your pack up but all your friends have sandwiches. What if they make fun? What can you do?</p> | <p><b>Caritas – Rights and responsibilities – God wants everyone to be happy.</b></p> | Unit 3:<br>Session 4 –<br>Growing up | <p><b>Story:</b> Rainbow visits the seaside</p> <p><b>Talking and Sorting Cards:</b> ways to stay safe and cool in the hot weather</p> <p><b>Dilemma/Scenario:</b> You've forgotten your sunhat for school. What can you do to stay safe?!</p> | <p><b>Caritas – Rights and responsibilities – God gives us all we need to be happy.</b></p> | <p>We <u>don't give up</u> when we're trying to write a sentence independently.</p> <p>We will <u>work hard</u> to be like Jesus during Lent.</p> <p><b>Curriculum based (UTW – Handa's Surprise).</b></p> <p>We will <u>try new things</u> just like Handa wanted Akeyo to do, when trying the different fruits, and <u>not give up</u> after the first try.</p> <p>We will <u>work hard</u> to try to <u>understand others</u> and recognise that we are all different.</p> |

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| Year 1 | Unit 3:<br>Session 1<br>Being Safe       | <u>Water Spillage</u><br>(Being responsible)          | Caritas – Rights and responsibilities – Helping each other to make the right choices | Unit 3:<br>Session 2<br>Good Secrets and Bad Secrets | NSPCC Pants rule materials<br><a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a> | Caritas – Rights and responsibilities – Happiness is? Exploring what makes us happy. | Work hard on using your phonic knowledge in your writing.<br>Work hard on your reading at home.<br><br>Mae Jemison – acceptance and worked hard to become the first black female astronaut.<br>Neil Amstrong- how did his hard work and perseverance lead him to reach his dreams. imagine – a new pupil had never been to derby, London etc..<br>What landmarks would you show them? Could you show them where Derby is on a map?<br>Could you create a map of our classroom to help guide them?<br>Links - to maths and directions. Can you <b>improve your vocabulary</b> to use maps with key features to direct and guide. |
| Year 2 | Unit 3:<br>Session 3<br>Physical Contact | <u>Helping someone in need</u><br>(Being responsible) | Caritas – Rights and responsibilities – Finding happiness with each other            | Unit 3<br>Session 4<br>Harmful substances            | <u>Helping someone in need</u><br>(Being responsible)   | Read 'My own special way' and discuss respecting another faith as the theme          | Work hard on your homework at home.<br>Don't give up when work becomes challenging.   |

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|        |                            |   |  |                |   | <p><b>Equality: Faith</b></p>                            | <p><b>Geography:</b><br/> <b>Doesn't give up/work hard-</b> looking at the traditions of the military. Enjoy the results of effort in areas of interest. The tattoo is a celebrations of these efforts.</p> <p><b>History:</b><br/> Character trait linked to Battle of Hastings:<br/> <b>Does not give up, work hard:</b> the soldiers had to work hard as a team and not give up in order to try and win the battle for their country. Enjoy results of working with others to achieve something.</p> <p><b>Science:</b><br/> Eugenie Clark – marine biologist.<br/> <b>Improve, Doesn't give up</b> and goes for gold in her research about sharks and their habitats. <b>Keep going in an activity that interests her.</b></p> |
| Year 3 | Family, friends and others | <u>Grief</u><br>(Feelings and emotions 5-8) | 'Ramadan Moon'<br>– Read and discuss a special holiday from another faith<br><br><b>Equality: Other faiths</b> | Sharing online | <u>Grief</u><br>(Feelings and emotions 5-8) | <u>(1 decision) Grief</u><br>(Feelings and emotions 5-8) | <b>History - Personal Development – Debate – Which is the most important Egyptian discovery?</b><br>The Narmer Palette, The Rosetta Stone, Egyptian burial masks or The Pyramids.  |

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|        |                      |   |   |                 |   |  | <p>Groups make their case in a short presentation each. Opportunities to ask questions and then vote.</p> <p><b>Study the Scientist- work hard</b> to be an expert in your field. <b>teamwork</b> and sharing ideas. Mary Anning shared her discoveries.</p> <div data-bbox="1845 472 2128 549" style="border: 1px solid black; padding: 5px; margin: 10px 0;">       Mary Anning- Fossil hunter     </div>   |
| Year 4 | When things feel bad | <u>Jealousy</u><br>(Feelings and emotions 8-11) | <p>Read 'The proudest blue' – A story of Hijab and Family</p> <p>Story from another faith - Islam</p> <p>Equality: Other faiths</p> | Chatting online | <u>Jealousy</u><br>(Feelings and emotions 8-11) | <p>(1 decision)<br/><u>Jealousy</u><br/>(Feelings and emotions 8-11)</p> | <p><b>Science- study scientist</b><br/>Wilhelm Rontgen - X rays- received numerous accolades for his work, including the first Nobel Prize in physics in 1901, yet he remained modest and never tried to patent his discovery. Today, X-ray technology is widely used in medicine.</p> <p>Focus on character trait- working hard ,being humble-</p> <p><b>Personal Development –</b></p> <p><b><u>Don't give up and work hard – Challenge the children to decide which is the most important Egyptian artefact that has been discovered?</u></b></p> <p>The Narmer Palette, The Rosetta Stone, Egyptian</p> |



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|        |                                  |  |   |                    |  |                     | <p><b>burial masks or The Pyramids.</b></p> <p>Groups make their case in a short presentation each. Opportunities to ask questions and then vote.</p>  |
| Year 5 | 10/10<br>Y5: Is God calling you? | <u>Enterprise</u><br>(The Working World) | Caritas –<br>Solidarity and the common good – We face challenges together | 10.10<br>Self Talk | Girls' bodies and their changes<br>An intro to Year 6 lesson as coverage needed in Year 5<br>-Menstruation | Boys' bodies lesson | <p>Science</p> <p>Work hard and don't give up when exploring the impact of using different components and how it effects the current of electricity</p> <p>Recognise the importance of scientific discoveries, and how they continued and did not give up with their research efforts and were able to come to conclusions</p> <p><u>History:</u></p> <p>Work hard to understand the concept of cause and effect focusing on exploration in Tudor and Victorian times.</p> |

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|        |                                |  |   |                                  |  |  | <p>AND</p> <p>I won't give up trying to understand scale on a timeline.</p> <p><u>Geography:</u><br/>We will work hard to help other learners understand how humans affect the freshwater in our world</p> <p>AND</p> <p>I won't give up when it comes to learning the countries of South America and their capital cities</p> |
| Year 6 | 10/10<br><br>Peculiar feelings | <u>British Values</u><br>(A World Without Judgement) | Caritas – Solidarity and the common good – I listen to you with my ears, eyes, heart and mind | 10/10<br><br>Y6:<br>Menstruation | <u>British Values</u><br>(A World Without Judgement) | Caritas – Solidarity and the common good - We walk together as people of peace |  |

# Pentecost 1

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

|               | Cycle A<br>RSE                       | Cycle B<br>1 Decision  | Cycle C<br>Catholic<br>Social<br>Teaching                              | Cycle A<br>RSE                     | Cycle B<br>1 Decision   | Cycle C<br>Catholic Social Teaching  | Personal Development<br>Opportunities<br><br>'Understand others'<br><br><b>Virtue: Acceptance</b>   |
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| <b>EYFS</b>   | Unit 1:<br>Session 1 –<br>Role Model | <b>Story:</b> Yellow learns about germs<br><b>Talking and Sorting Cards:</b> situations where germs may spread and actions to take to prevent this.<br><b>Dilemma/Scenario:</b> Purple wants to wash her hands but is too little to reach the soap pump. What can we do to help? | <b>Caritas – Family and Community – My school family</b>               | Unit 2: Session 1 – Who's who?     | <b>Story:</b> Greens' greens<br><b>Talking and Sorting Cards:</b> we can have this often/we can only have this on special occasions<br><b>Dilemma/Scenario:</b> Blue has forgotten her pack lunch at home. She has never had a school dinner before, and she is worried she won't like it. What can she do? | <b>Caritas – Family and Community – We love and look after each other because we are all brothers and sisters in God's family.</b> | Take it in turns to speak and listen when having a conversation with your friend. (No talking over.)<br><br>Play a group game, listening to each other and taking turns.<br><br><b>Curriculum based (UTW – The Very Hungry Caterpillar).</b><br><b>We will <u>respect</u> nature and <u>understand</u> the changes which occur within lifecycles.</b><br><br><b>We will <u>ask good questions</u> to develop our understanding of lifecycles.</b> |
| <b>Year 1</b> | Unit 1:<br>Session 1<br>Three in One | <u>Growing in our world</u><br>(Our World)   | <b>Caritas – Family and Community – We are all part of a community</b> | Unit 1: The communities we live in | <u>Growing in our world</u><br>(Our World)  | <b>Caritas – Family and Community – We look after and care for each other</b>  | Try to choose a different person to play with.<br>Listen carefully to others during TTYP and group work.<br><br><b>Curriculum based:</b>  |

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|                      |   |   |  |   |   |   | <p>History - The Wright Brothers worked together to achieve their dreams. The wright brothers worked hard to <b>improve</b> their designs and be resilient.</p> <p><b>Science:</b> How could you improve your diet to make it healthier?</p>  |
| <p><b>Year 2</b></p> | <p>Unit 1:<br/>Session 2<br/>Who is my neighbour?</p> | <p><u>Living in our world</u><br/>(Our world)</p> | <p>Caritas – Family and Community – I belong to my family and my community</p> | <p>Caritas – Family and Community – My community needs me</p> | <p><u>Living in our world</u><br/>(Our world)</p> | <p>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?<br/>YES</p> <p>So what is a family?<br/>Create a class definition</p> <p>Equality – Sexuality</p> | <p>Play with someone if they seem lonely or left out.<br/>Spend time talking to and playing with different people and break and lunchtime.</p> <p><b>Geography:</b><br/><b>Understanding others</b> – knowing that one's behaviour affects other peoples / world. Pollution in the GBR.<br/><b>History:</b><br/><b>understanding others.</b><br/>How did Rosa Parks's actions impact others? Show an understanding of how people lived during that time and how we should act and live today. Understand how her behaviour affected others.<br/><b>Science:</b><br/>Steve Irwin – exploring the wildlife and their food /</p> |

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|        |                 |                                     |  |   |                                     | All created and loved by God is the key message!    | habitats. Show an understanding of how their actions can impact others. Destroying habitats etc. Water Aid- understanding others point of view, the impact of dirty water on humans and sanitation. Links to healthy living.   |
| Year 3 | Safe in my body | Stealing<br>(Being responsible 5-8) | Caritas – Family and Community – What makes community? | The Big Book of Families<br><br>Read and discuss how different families and family lives can be<br><br>Equalities: Sexuality/Race/Religion/Disability | Stealing<br>(Being responsible 5-8) | (1 decision)<br>Stealing<br>(Being responsible 5-8) | <p><b>History -</b><br/><b>Personal Development –</b><br/><b>Understand each other –</b></p> <p>Two sides argue fairly against each other – ask questions and respectfully challenge each other’s ideas. See task below...</p> <p><b>Y4 Extension discussion –</b></p> <p>Do you agree? The remains at Herculaneum are more important than those at Pompeii? Justify your reasons.</p> <p><b>Science</b><br/><b>Personal Development -</b><br/>Scientist study -<br/><b>Understanding others-</b><br/>How we need to understand how our bodies work also look at character</p> |

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|        |                           |   |  |   |  |  | traits- curiosity- Ask good questions<br>Ivan Pavlov- Digestive System Mechanisms   |
| Year 4 | First aid heroes          | <u>Coming home on time</u><br>(Being responsible - 8-11)  | Caritas – Family and Community – Building up community | Caritas – Family and Community – Building up the kingdom of God | <u>Coming home on time</u><br>(Being responsible - 8-11) | <u>(1 decision) Coming home on time</u><br>(Being responsible -8-11)   | <b>Personal Development -</b><br>Scientist study - <b>Understand others</b> -how we hear also look at character traits- curiosity- Ask good questions<br>Aristotle - Sound Waves<br>Gailileo Galilei - Frequency and Pitch of Sound Waves                         |
| Year 5 | 10/10 Impacted lifestyles | <b>Mental health</b><br>What does this mean and why is so important to look after it?<br>How can we look after our mental health and who do we tell if we feel we need some help with the way we feel inside? | 10/10 Impacted lifestyles                              | 10/10 Y5: Making Good choices                                   | 10/10 Y5: Making Good choices                            | Caritas – Solidarity and the common good – We face challenges together | Science:<br><br>Understand the physical changes of humans and how we all develop and at our own pace<br>Respect for others<br><br>Describe and show other’s viewpoints about the theory of Evolution<br>Ask good questions<br>Charles Darwin: Theory of Evolution |

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|        |                       |  |                       |                      |  |                        | <p>History:<br/>Understanding others:<br/>Show an understanding of Victorian life and the significance of important new inventions.</p> <p>Show an understanding of the word generations by looking at family trees and understanding the relationships between different generations.</p> |
| Year 6 | 10/10<br>Boys' bodies | <u>In-App Purchases</u><br>(The Working World) | 10/10<br>Boys' bodies | 10/10: Girls' bodies | <u>In-App Purchases</u><br>(The Working World) | 10/10<br>Girls' bodies |  |

| <b>Pentecost 2</b><br><b>Focus: Staying safe (Individual liberty) and Healthy lifestyles</b> |                               |  |   |                                     |                                 |   |  |
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|  | Cycle A<br>RSE                | Cycle B<br>HEALTHY FORNIGHT                | Cycle C<br>Catholic Social Teaching             | Cycle A<br>RSE                      | Cycle B<br>1 Decision           | Cycle C<br>Catholic Social Teaching             | Personal Development Opportunities<br><br>'Concentrate' and 'Imagine'<br><br>Virtue: Respect |
| EYFS   | Module 2, Unit 3: Session 4 – | <u>10/10</u><br>Module 2 Unit 3 Session 1: | 10/10 Module 3, Unit 1: Session 1 – God is love | 10/10 Module 3, Unit 1: Session 2 – | <b>Story:</b> Pinks screen time | 10/10 Module 3, Unit 2: Session 1 – Me, You, Us | <b>We can concentrate during</b>   |

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|                      | <p>People who help us</p>  | <p><b>Safe inside and out</b></p> <p><b>Session 2 – My Body, My rules</b></p> <p>Session 3 Feeling Poorly</p> <p><b>Story:</b> Red visits the dentist</p> <p><b>Talking and Sorting Cards:</b> express feelings of visiting these places now and in the future</p> <p><b>Dilemma/Scenario:</b> Purple has got toothache and is worried about telling her parents in case they take her to the dentist. What should she do?</p> |  | <p>Loving God and loving others</p>  | <p><b>Talking and Sorting Cards:</b> healthy and unhealthy screen use</p> <p><b>Dilemma/Scenario:</b> Yellow has been playing her favourite thing on the school tablet all morning. Blue would like a turn but Yellow won't let her. How can we help?</p> |   | <p>a short task until it is complete.</p> <p>We can use our imagination to write our own stories.</p> <p><b>Curriculum based (UTW – Farmer Duck.)</b></p> <p><b>We will <u>concentrate</u> on our jobs just like Farmer Duck did on the farm but remember that we are <u>not alone</u>, and that we can help each other.</b></p> <p><b>We <u>remember</u> how we should treat other people, <u>reflecting</u> on our own choices, just like the farmer should have done.</b></p> |
| <p><b>Year 1</b></p> | <p>Caritas – The dignity of work – Everybody's work is valuable and important for the community.</p> | <p><u>1 Decision</u></p> <p>Year 1: Washing hands (Keeping/Staying Healthy)</p> <p>Road Safety (Keeping/Staying Safe)</p>  | <p><u>Growing in our world</u><br/>(Our World)</p> | <p>Caritas – The dignity of work – Working together to build up our school family.</p> | <p><u>10/10</u></p> <p>KS1: Module 2, Unit 3, Session 5 – Can you help me? (Emergency services)</p>   | <p>Caritas – Stewardship – Learning from God's creation (interdependence)</p> | <p>Concentrate whilst instructions are being given. Use your imagination to create new games to play with your friends.</p> <p><b>Curriculum:</b></p>  |



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|                      |  | <p>Is it safe to eat or drink?<br/>(Hazard Watch)</p>   |  |   |  |  | <p><b>Science</b> – use your imagination. Imagine what it’s like to be a scientist. Come up with good questions that you would ask a scientist.</p> <p>Geography: <b>imagine</b> what would be like to live on the continent of Antartica. What items would be useful?</p> <p>Science: Link to geography, what materials would be useful for the objects you would take to antartica.</p> |
| <p><b>Year 2</b></p> |  | <p><u>1 Decision</u><br/>Healthy eating<br/>(Keeping/Staying Healthy)</p> <p>Brushing Teeth<br/>(Keeping/Staying Healthy)</p> <p>Tying Shoelaces<br/>(Keeping/Staying Safe)</p> | <p><u>Working in our world</u><br/>(Our world)</p> | <p>Caritas – The dignity of work – Working hard to be the best you can be, for others. Finding my special job, my gift to the world</p> | <p><u>Working in our world</u><br/>(Our world)</p> | <p>Caritas – Stewardship – Making good choices – being responsible</p> | <p>Concentrate when completing independent tasks. Imagine how you are going to develop when you move to year 3, what are you looking forward to? What are your worries?</p> <p>Geography:</p>   |

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|  |  |  |  |  |  |  | <p>Character trait:<br/><b>Imagine</b> what it would be like to live as an Aborigine by responding to the ideas of others.<br/><b>Understanding others</b>, listening to their points of view and why they live their lives the way they do.<br/><b>Concentrate and imagine.</b> Develop and act on ideas. How can we protect the rainforest?</p> <p><b>History:</b><br/><b>Concentrate- give attention to areas of interest and tune out distractions.</b></p> <p>Children will need to focus their attention and concentrate on picking out key points on the tapestry.</p> <p><b>Science:</b><br/>Teamwork, <b>concentrate and imagine.</b> Give attention to an area of interest. Showing signs of concentrating when</p> |
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|               |   |  |   |   |   |  | constructing their circuits.<br><b>STEM WEEK</b>   |
| <b>Year 3</b> | Caritas – The dignity of work – Exploring our understanding of work. How does work build us up? | <u>10/10</u><br>LKS2 Module 2 Unit 3: Drugs, Alcohol and Tobacco<br><br>First Aid Heroes<br><br><u>1 Decision</u><br>Medicine (Keeping/Staying Healthy)<br><br>Staying Safe<br>Stranger danger (Keeping/Staying safe)<br><br>Leaning out of windows ((Keeping/Staying safe)<br><br>Is it safe to play with? (Hazard watch) | <u>Looking after our world</u><br>(Our world 5-8) | Caritas – The dignity of work – The many sides of working together to build up a community. | Caritas – The dignity of work – The many sides of working together to build up a community. | <u>(1 decision)</u><br><u>Looking after our world</u><br>(Our world 5-8) | <u>History - Personal Development</u><br><br>Use imagination and concentrate on prior understanding – Research what was happening to the climate during the Stone Age – What impact did the changing climate have on these people? Discuss what they think the Stone Age people would have done to deal with this change in climate. Compare with today’s struggles with climate change.<br><br>Science-<br>Adelle Davis - Nutritionist<br>During Healthy Fortnight and STEM week focus on how diet and sleep helps us to <b>concentrate</b><br><br>Geography- Local study- focus on how we can be part of our |

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|               |  |   |   |   |   |  | community - discipleship   |
| <b>Year 4</b> | Caritas – The dignity of work – Recognising and helping others to find their gift and to share it. | <u>1 Decision</u><br>Healthy living (Keeping/Staying healthy)<br><br>Cycle safety (Keeping/Staying Safe)<br><br>First Aid Heroes<br><br>Breaking down barriers<br>(A world without judgement) | (1 decision) Chores at home (The working world 8-11)                                    | 10/10 How do I love others?                             | Chores at home (The working world 8-11)             | Caritas – The dignity of work – Enabling each others to aim high | <u>Geography- Fair Trade- how to treat others with respect.</u><br><br><u>Science- STEM week</u> Learn about how surgeons have to <b>concentrate</b> in order to keep tools and hands clean and free of germs- Ref Joseph Lister who developed antiseptic system |
| <b>Year 5</b> | Year 5: Caritas – Stewardship – All things are connected   | <u>1 Decision</u><br><br>Water Safety (Keeping/Staying Safe)<br><br>10/10 Giving Assistance (First Aid)   | Year 5: Caritas – Stewardship – Enough for everybody’s need, but not everybody’s greed. | Year 5: Caritas – Stewardship – Stewards of God’s world | <u>1 Decision</u> Smoking (Keeping/Staying healthy) | Under pressure<br>Peer pressure                                  | <u>Science:</u><br><br>STEM Week: show concentration and perseverance to develop a deep interest into a science project<br><br>Earth and Space: Generate ideas and ask lots of questions to develop exploration skills<br><br>Be willing to research your        |

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|        |  |  |                                     |                                     |  |                     | <p>questions and learn from your discussions with others</p> <p><u>History:</u><br/>Imagine what it was like in Ancient Greece and Tudor times by looking at their past times.</p> |
| Year 6 |  | <p><u>1 Decision</u><br/><u>Inclusion and Acceptance</u><br/><u>(A World without Judgement)</u></p> <p>Alcohol<br/>(Keeping/Staying healthy)</p> | Year 6: 10/10<br>Making babies Pt 1 | Year 6: 10/10<br>Making Babies Pt 2 | <u>In-App Purchases</u><br>(The Working World) | Making good choices |  |

|             | Character Trait                   | Learning Skills        |
|-------------|-----------------------------------|------------------------|
| Advent 1    | Try new things                    | Asks good questions    |
| Advent 2    | Push yourself                     | Goes for gold          |
| Lent 1      | Improve / Work hard               | Remembers and reflects |
| Lent 2      | Concentrate                       | Doesn't give up        |
| Pentecost 1 | Understand others                 | Not alone              |
| Pentecost 2 | Imagine (revisit concentrate too) | Original ideas         |