

**RELATIONSHIPS, RSE & HEALTH EDUCATION & PSHE Skills Ladder**

|   | <b>Year N</b>  | <b>Year R</b> | <b>Year 1</b>   | <b>Year 2</b> | <b>Year 3</b>   | <b>Year 4</b> | <b>Year 5</b>   | <b>Year 6</b>   |
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| <p><b>RELATIONSHIPS EDUCATION</b></p> <p><b>Families and people who care for me</b></p> <p><b>Caring Friendships</b></p> <p><b>Respectful Relationships</b></p> | <p><u>10,10 PERSONAL RELATIONSHIPS</u><br/><u>Who's Who?</u><br/>-To identify special people (e.g. parents, carers, friends) and what makes them special<br/>-The importance of the nuclear family and of the wider family<br/>-The importance of being close to and trusting of 'special people' and telling them is something is troubling them</p> <p><u>10,10 PERSONAL RELATIONSHIPS</u><br/><u>You've Got a Friend in me</u><br/>-How their behaviour affects other people and that there is appropriate and inappropriate behaviour<br/>-The characteristics of positive and negative relationships<br/>-About different types of teasing and that all bullying is wrong and unacceptable</p> <p><u>10,10 PERSONAL RELATIONSHIPS</u><br/><u>Forever Friends</u><br/>-To recognise when they have been unkind to others</p> |               | <p><u>10,10 PERSONAL RELATIONSHIPS</u><br/><u>Special People</u><br/>-To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special;<br/>-The importance of nuclear and wider family;<br/>-The importance of being close to and trusting special people and telling them if something is troubling them.</p> <p><u>10,10 PERSONAL RELATIONSHIPS</u><br/><u>Treat Others Well</u><br/>...<br/>-How their behaviour affects other people, and that there is appropriate and inappropriate behaviour;<br/>-The characteristics of positive &amp; negative relationships;<br/>-Different types of teasing and that all bullying is wrong and unacceptable.</p> <p><u>10,10 PERSONAL RELATIONSHIPS</u><br/><u>...And Say Sorry</u><br/>-To recognise when they have been unkind &amp; say sorry</p> |               | <p><u>10,10 PERSONAL RELATIONSHIPS</u><br/><u>Friends, Families &amp; Others</u><br/>-Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong;<br/>-That there are different types of relationships including those between acquaintances, friends, relatives and family;<br/>-That good friendship is when both persons enjoy each other's company and also want what is truly best for the other;<br/>-The difference between a group of friends and a 'clique'.</p> |               | <p><u>10,10 PERSONAL RELATIONSHIPS</u><br/><u>Under Pressure</u><br/>-Pressure comes in different forms, and what those different forms are;<br/>-There are strategies that they can adopt to resist pressure.</p> <p><u>10,10 PERSONAL RELATIONSHIPS</u><br/><u>Do You Want A Piece of Cake?</u><br/>-Understand what consent and bodily autonomy means;<br/>-Discuss and reflect on different scenarios in which it is right to say 'no'.</p> <p><u>10,10 PERSONAL RELATIONSHIPS</u><br/><u>Self Talk</u><br/>-Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;<br/>-Apply this approach to personal friendships and relationships.</p> | <p><u>10,10 PERSONAL RELATIONSHIPS</u><br/><u>Build Others Up</u><br/>-About prejudice, bullying and discrimination: what they mean and how to challenge them.<br/>-About protected characteristics from the Equality Act 2010 such as race, age and disability.<br/>-That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.</p> |

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|  | <p>and say sorry.<br/>         -That when we are unkind, we hurt God and should say sorry.<br/>         -To recognise when people are being unkind to them and others and how to respond.<br/>         -That we should forgive like Jesus forgives.</p>  |  | <p>-To recognise when people are being unkind to them &amp; others &amp; how to respond<br/>         -To know that when we are unkind to others, we hurt God also &amp; should say sorry to him as well<br/>         -To know that we should forgive like Jesus forgives</p> |  |  |  |  |  |
|  | <p><u>10,10 R.U. CREATED &amp; LOVED BY GOD</u><br/> <u>Handmade with love</u><br/>         -We are created individually by God as part of His creation plan<br/>         – We are all God’s children and are special<br/>         – Our bodies were created by God and are good<br/>         – We can give thanks to God!</p> |  |  | <p><u>10,10 R.U. CREATED &amp; LOVED BY GOD</u><br/> <u>Let the Children Come</u><br/>         -We are created individually by God<br/>         -God wants us to talk to Him often through the day and treat Him as our best friend<br/>         -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<br/>         -We are created as a unity of body, mind and spirit: who we are matters and what we do matters<br/>         -We can give thanks to God in different ways</p> |  | <p><u>R. U. CREATED &amp; LOVED BY GOD</u> <u>Get Up</u><br/>         -We are created individually by God who is Love, designed in His own image and likeness<br/>         -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)<br/>         -Every human life is precious from the beginning of life (conception) to natural death<br/>         -Personal and communal prayer and worship are necessary ways of growing in our relationship with God</p> | <p><u>R. U. CREATED &amp; LOVED BY GOD</u> <u>Calming the Storm</u><br/>         -We were created individually by God who cares for us and wants us to put our faith in Him.<br/>         -Physically becoming an adult is a natural phase of life.<br/>         -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!</p> |  |

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|  | <p><u>10,10 R.U.</u><br/><u>CREATED TO LOVE OTHERS</u><br/><u>Role Model</u><br/>-We are part of God's family<br/>-Jesus cared for others and wanted them to live good lives like him<br/>-We should love other people in the same way God loves us</p> |  | <p><u>10,10 R.U.</u><br/><u>CREATED TO LOVE OTHERS</u><br/><u>God Loves You</u><br/>-We are part of God's family;<br/>-Saying sorry is important and can mend friendships;<br/>-Jesus cared for others and had expectations of them and how they should act;<br/>-We should love other people in the same way God loves us.</p> |  | <p><u>R.U. CREATED TO LOVE OTHERS</u><br/><u>Jesus My Friend</u><br/>-That God loves, embraces, guides, forgives and reconciles us with him and one another.<br/>-The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness.<br/>-That relationships take time and effort to sustain.<br/>-We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p> |  | <p><u>R. U. CREATED TO LOVE OTHERS Is God Calling You?</u><br/>-To know that God calls us to love others.<br/>-To know ways in which we can participate in God's call to us.</p> |  |
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|  | <p><u>10,10 R.U.</u><br/><u>CREATED TO LIVE IN COMMUNITY</u><br/><u>God Is Love</u><br/>-That God is love: Father, Son and Holy Spirit<br/>-That being made in His image means being called to be loved and to love others</p> <p><u>10,10 R.U.</u><br/><u>CREATED TO LIVE IN COMMUNITY</u><br/><u>Loving God, Loving Others</u><br/>-What a community is, and that God calls us to live in community with one another<br/>-Some Scripture illustrating the importance of living in a community<br/>-No matter how small our offerings, they are valuable to God and He can use them for His glory.</p> |  | <p><u>10,10 R.U.</u><br/><u>CREATED TO LIVE IN COMMUNITY 3 in 1</u><br/>-That God is love: Father, Son and Holy Spirit<br/>-That being made in His image means being called to be loved and to love others</p> <p><u>10,10 R.U.</u><br/><u>CREATED TO LIVE IN COMMUNITY</u><br/><u>Who Is My Neighbour?</u><br/>-To know what a community is, and that God calls us to live in community with one another;<br/>-A scripture illustrating the importance of living in community as a consequence of this;<br/>-Jesus' teaching on who is my neighbour.</p> |  | <p><u>R.U.CREATED TO LIVE IN COMMUNITY</u><br/><u>A Community of Love</u><br/>-God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'<br/>-The human family is to reflect the Holy Trinity in mutual charity and generosity</p> <p><u>R.U.CREATED TO LIVE IN COMMUNITY</u><br/><u>What is the Church?</u><br/>-The human family can reflect the Holy Trinity in charity and generosity.<br/>-The Church family comprises of home, school and parish (which is part of the diocese).</p> |  | <p><u>R. U. CREATED TO LIVE IN COMMUNITY</u><br/><u>The Trinity</u><br/>-To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity.<br/>-To know that the Holy Spirit works through us to bring God's love and goodness to others.</p> <p><u>R. U. CREATED TO LIVE IN COMMUNITY</u><br/><u>Catholic Social Teaching</u><br/>-The principles of Catholic Social Teaching.<br/>-That God formed them out of love, to know and share His love with others.</p> |  |
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|  | <p><u>10,10 LIVING IN THE WIDER WORLD</u><br/> <u>Me, You &amp; Us</u><br/> -That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community<br/> -That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.<br/> -That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)<br/> - what harms and what improves the world in which they live</p> |  | <p><u>10,10 LIVING IN THE WIDER WORLD</u><br/> <u>The Communities We Live In</u><br/> -That they belong to various communities such as home, school, parish, the wider local community, nation and global community;<br/> -That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;<br/> -That we have a duty of care for others and for the world we live in (charity work, recycling etc.);<br/> -About what harms and what improves the world in which we live.</p> |  | <p><u>10,10 LIVING IN THE WIDER WORLD</u><br/> <u>How do I love Others?</u><br/> -To know that God wants His Church to love and care for others.<br/> -To devise practical ways of loving and caring for others.</p> <p><u>10,10 KEEPING SAFE</u><br/> <u>Rights &amp; Responsibilities</u><br/> TO BE UPLOADED</p> |  | <p><u>10,10 LIVING IN THE WIDER WORLD</u><br/> <u>Reaching Out</u><br/> -Learn to apply the principles of Catholic Social Teaching to current issues.<br/> -Find ways in which they can spread God's love in their community.</p> |  |
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| <p><b>RELATIONSHIPS EDUCATION</b></p> <p><b>Online Relationships</b></p> <p><b>Being Safe</b></p> | <p><u>10,10 KEEPING SAFE Safe Inside &amp; Out</u><br/>         -About safe and unsafe situations indoors and outdoors, including online.<br/>         -That they can ask for help from their special people.</p> <p><u>10,10 KEEPING SAFE My Body, My Rules</u><br/>         -To know they are entitled to bodily privacy<br/>         -That they can and should be open with 'special people' they trust if anything troubles them<br/>         -That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</p> |  | <p><u>COMPUTING CUR LINKS:</u><br/>         Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><u>10,10 KEEPING SAFE Good Secrets &amp; Bad Secrets</u><br/>         -The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;<br/>         -How to resist pressure when feeling unsafe.</p> <p><u>10,10 KEEPING SAFE Physical Contact</u><br/>         -To know that they are entitled to bodily privacy;<br/>         -That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.</p> | <p><u>COMPUTING CUR LINKS:</u><br/>         Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> | <p><u>COMPUTING CUR LINKS:</u><br/>         Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.</p> <p><u>10,10 PERSONAL RELATIONSHIPS When Things Feel Bad</u><br/>         -Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;<br/>         -Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> <p><u>10,10 KEEPING SAFE Safe In My Body</u><br/>         -To judge well what kind of physical contact is acceptable or unacceptable and how to respond;<br/>         -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.</p> | <p><u>COMPUTING CUR LINKS:</u><br/>         Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.</p> | <p><u>COMPUTING CUR LINKS:</u><br/>         Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.</p> <p><u>10,10 KEEPING SAFE Cyberbullying</u><br/>         -What the term cyberbullying means and examples of it;<br/>         -What cyberbullying feels like for the victim;<br/>         -How to get help if they experience cyberbullying.</p> <p><u>10,10 KEEPING SAFE Types of Abuse</u><br/>         -To judge well what kind of physical contact is acceptable or unacceptable and how to respond.<br/>         -That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> | <p><u>COMPUTING CUR LINKS:</u><br/>         Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.</p> |
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| <p><b>HEALTH EDUCATION</b></p> <p><b>Mental Well – Being</b></p> |        | <p><u>10,10 EMOTIONAL WELL BEING I Like You, We All Like</u><br/>-That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)<br/>-That it is natural for us to relate to and trust one another</p> <p><u>10,10 EMOTIONAL WELL BEING All the Feelings</u><br/>-A language to describe their feelings<br/>-An understanding that everyone experiences feelings, both good and bad<br/>-Simple strategies for managing feelings</p> <p><u>10,10 EMOTIONAL WELL BEING Let’s Get Real</u><br/>-Simple strategies for managing emotions and behaviour<br/>-That we have choices and these choices can impact how we feel and respond.<br/>-We can say sorry and forgive like Jesus</p> |        | <p><u>10,10 EMOTIONAL WELL BEING Feelings, Likes &amp; Dislikes</u><br/>-That it is natural for us to relate to and trust one another<br/>-That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)<br/>-A language to describe our feelings</p> <p><u>10,10 EMOTIONAL WELL BEING Feelings Inside Out</u><br/>-In a simple way that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character</p> <p><u>10,10 EMOTIONAL WELL BEING Super Suzie Gets Angry</u><br/>- Simple strategies for managing feelings and for good behaviour<br/>-That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do<br/>-That Jesus died on the cross so that we would be forgiven</p> |        |        | <p><u>10,10 EMOTIONAL WELL BEING What Am I Feeling?</u><br/>-That emotions change as they grow up (including hormonal effects)<br/>-A deeper understanding of the range and intensity of their feelings; that ‘feelings’ alone are not good guides for action<br/>-What emotional well-being means;<br/>-That positive actions help emotional well-being (beauty, art, etc. lift the spirit)<br/>-That talking to trusted people helps emotional well-being (eg parents/carer/teacher/parish priest)</p> <p><u>10,10 EMOTIONAL WELL BEING I Am Thankful</u><br/>-That some behaviour is wrong, unacceptable, unhealthy and risky<br/>-That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</p> <p><u>10,10 EMOTIONAL WELL BEING LOSS Time for Everything</u><br/>-Understand what death means<br/>-Learn about some feelings often connected with grief</p> |        | <p><u>10,10 EMOTIONAL WELL BEING Body Image</u><br/>-That images in the media do not always reflect reality and can affect how people feel about themselves<br/>-That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p><u>10,10 EMOTIONAL WELL BEING Peculiar Feelings</u><br/>-A deeper understanding of the range and intensity of their feelings; that ‘feelings’ are not the only good guides for action<br/>-That some behaviour is wrong, unacceptable, unhealthy or risky</p> <p><u>10,10 EMOTIONAL WELL BEING Emotional Changes</u><br/>-That emotions change as they grow up (including hormonal effects)<br/>-To deepen their understanding of the range &amp; intensity of their feelings; that ‘feelings’ are not good guides for action<br/>-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</p> <p><u>10,10 EMOTIONAL WELL BEING LOSS</u></p> |

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|  |  |  | <p><u>10,10 EMOTIONAL WELL BEING LOSS Beginnings &amp; Endings</u></p> <ul style="list-style-type: none"> <li>-What death means</li> <li>-Some feelings often connected with grief</li> <li>-What the Christian faith says about death and eternal life</li> <li>-Some ways to support themselves when they are grieving</li> </ul>   |  | <ul style="list-style-type: none"> <li>-Know what the Christian faith says about death and eternal life</li> <li>-Explore some ways to support themselves and others when they are grieving</li> </ul>  |  | <p><u>Hope Beyond Death</u></p> <ul style="list-style-type: none"> <li>-What 'death' means</li> <li>-About some feelings often connected with grief</li> <li>-What the Christian faith says about death and eternal life</li> <li>-Some ways to support themselves and others when they are grieving</li> </ul> |
|  |  |  | <p><u>PSHE ASSOC: We all have feelings:</u></p> <ul style="list-style-type: none"> <li>-To recognise and name some feelings that they might have</li> <li>-To explain how feelings can make their bodies feel inside</li> <li>-To describe how other's might be feeling</li> <li>-To identify who can help them with feelings, and how they can help others</li> </ul> <p><u>PSHE ASSOC: Good and not so good feelings:</u></p> <ul style="list-style-type: none"> <li>-To identify feelings that are good and not so good –To recognise that people feel differently about things and situations</li> <li>-To explain what can change their feelings (from good to not so good and from not so good to good)</li> <li>-To suggest things that can help them and others to feel better</li> </ul> <p><u>PSHE ASSOC: Big Feeling:</u></p> <ul style="list-style-type: none"> <li>-To recognise that feelings can intensify (get stronger)</li> <li>-To describe how big feelings can affect their behaviour</li> <li>-To identify what can help them feel better when they have a big feeling (including talking to trusted adults)</li> <li>-To use words or phrases to ask for help with feelings</li> </ul> | <p><u>PSHE ASSOC: Everyday Feelings:</u></p> <ul style="list-style-type: none"> <li>-To identify that feelings/emotions are part of a person's health and wellbeing</li> <li>-To recognise that feelings usually change throughout the day</li> <li>-To give examples of everyday things that can affect feelings</li> <li>-To describe what can help people to feel good/better</li> </ul> <p><u>PSHE ASSOC: Expressing Feelings:</u></p> <ul style="list-style-type: none"> <li>-To name a wide range of feelings and emotions</li> <li>-To match feelings to a scale of intensity and identify strong feelings</li> <li>-To describe different feelings and how they are experienced in the body</li> <li>-To recognise why it is important for people to express their feelings</li> </ul> <p><u>PSHE ASSOC: Managing Feelings:</u></p> <ul style="list-style-type: none"> <li>-To explain how feelings and emotions can influence actions and behaviour</li> <li>-To identify ways of coping with feelings in different situations</li> <li>-To explain why it is important to talk about feelings and describe how this can feel</li> <li>-To recognise that help, advice and support about feelings comes from different sources</li> </ul> | <p><u>PSHE ASSOC: Mental Health &amp; Keeping Well:</u></p> <ul style="list-style-type: none"> <li>-To explain what is meant by the term 'mental health'</li> <li>-To identify everyday behaviours that can help to support mental (and physical) health</li> <li>-To recognise that we can take care of our mental health (as well as our physical health)</li> </ul> <p><u>PSHE ASSOC: Managing Challenges &amp; Change:</u></p> <ul style="list-style-type: none"> <li>-To describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected</li> <li>-To recognise conflicting emotions and when these might be experienced</li> <li>-To explain how feelings and emotions change over time</li> <li>-To identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network</li> </ul> <p><u>PSHE ASSOC: Feelings &amp; Common Anxieties When Moving to Secondary School:</u></p> <ul style="list-style-type: none"> <li>-To describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected</li> <li>-To recognise conflicting emotions and when these might be experienced</li> <li>-To explain how feelings and emotions change over time</li> <li>-To identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network</li> </ul> |  |   |



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| <b>HEALTH EDUCATION</b><br><br><b>Internet Safety &amp; Harms</b> |        | <u>10,10 LIFE ONLINE</u><br><u>What is the Internet?</u><br>-That the internet connects us to others<br>-That the internet helps us in lots of ways<br>-Only Jesus can help us with everything<br><br><u>10,10 LIFE ONLINE</u><br><u>Playing Online</u><br>-About safe and unsafe situations online<br>-That they can ask for help from their special people | <u>COMPUTING CUR LINKS:</u><br>Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | <u>COMPUTING CUR LINKS:</u><br>Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.<br><br><u>10,10 LIFE ONLINE</u><br><u>Real Life Online</u><br>-That the internet connects us to others and helps us in lots of ways.<br>Our feelings matter – both online and offline.<br>That Jesus cares about our feelings and gives us peace<br><br><u>10,10 LIFE ONLINE</u><br><u>RULES TO HELP US</u><br>-Understand safe and unsafe situations, including online.<br>Ask for adult help with anything that worries them or makes them feel unsafe. | <u>COMPUTING CUR LINKS:</u><br>Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.<br><br><u>10,10 KEEPING SAFE</u><br><u>Sharing Online</u><br>-To recognise that their increasing independence brings increased responsibility to keep themselves and others safe;<br>-How to use technology safely;<br>-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;<br>-How to report and get help if they encounter inappropriate materials or messages.<br><br><u>10,10 KEEPING SAFE</u><br><u>Chatting Online</u><br>-How to use technology safely;<br>-That bad language and bad behaviour are inappropriate;<br>-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;<br>-How to report and get help if they encounter inappropriate materials or messages. | <u>COMPUTING CUR LINKS:</u><br>Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.<br><br><u>10,10 EMOTIONAL WELL BEING</u><br><u>What Am I Looking At?</u><br>-That images in the media do not always reflect reality and can affect how people feel about themselves | <u>COMPUTING CUR LINKS:</u><br>Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.<br><br><u>10,10 KEEPING SAFE</u><br><u>Sharing Isn't Always Caring</u><br>-To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.<br>-How to use technology safely.<br>-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.<br>-How to report and get help if they encounter inappropriate materials or messages. | <u>COMPUTING CUR LINKS:</u><br>Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.<br><br><u>10,10 EMOTIONAL WELL BEING</u><br><u>Seeing Stuff Online</u><br>-The difference between harmful and harmless videos and images<br>-The impact that harmful videos and images can have on young minds<br>-Ways to combat and deal with viewing harmful videos and images |

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| <b>HEALTH EDUCATION</b><br><br><b>Drugs, Alcohol &amp; Tobacco</b> | <u>10,10 KEEPING SAFE Feeling Poorly</u><br>-Medicines should only be taken when a parent or doctor gives them to us.<br>-Medicines are not sweets.<br>-We should always try to look after our bodies because God created them and gifted them to us. |        | <u>10,10 KEEPING SAFE Harmful Substances</u><br>-Medicines are drugs, but not all drugs are good for us.<br>-Alcohol and tobacco are harmful substances.<br>-Our bodies are created by God, so we should take care of them and be careful about what we consume.<br><br><u>CWP: Medicines &amp; People Who Help Us:</u><br>-To understand how to look after our bodies<br>-To know how medicines get into our bodies<br>-To understand that some people need to take medicines all the time to stay healthy.<br>-To know when we should take medicines and who should give them to us.<br>-To know the rules about medicines | <u>CWP: Keeping Safe:</u><br>-To know what is safe or unsafe<br>-To know when something is too risky<br>-To know that some things we put into our bodies can harm us.<br>-To know some rules about keeping safe<br>-To be able to follow safety instructions & rules at home & at school | <u>10,10 KEEPING SAFE Drugs, Alcohol &amp; Tobacco</u><br>-Medicines are drugs, but not all drugs are good for us.<br>-Alcohol and tobacco are harmful substances.<br>-Our bodies are created by God, so we should take care of them and be careful about what we consume.<br><br><u>CWP: Smoking:</u><br>-To know how smoking affects people<br>-To consider why people smoke<br>-To know some of the effects of smoking on the body<br>-To know about passive smoking<br>-To know the rules and laws to prevent smoking<br>-To be able to make the positive choice not to smoke | <u>CWP: Alcohol:</u><br>-To know what alcohol is & how it affects the body<br>-To understand that everyone will be affected differently by alcohol<br>-To know there are risks to drinking alcohol<br>-To know some laws about drinking alcohol<br>-To consider ways of persuading people to drink alcohol sensibly | <u>10,10 KEEPING SAFE Impacted Lifestyles</u><br>-Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.<br>-Learn how to make good choices about substances that will have a positive impact on their health.<br>-Know that our bodies are created by God, so we should take care of them and be careful about what we consume.<br><br><u>10,10 KEEPING SAFE Making Good Choices</u><br>-Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco<br>-Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies<br><br><u>CWP: Legal &amp; Illegal drugs:</u><br>-To know about a range of legal & illegal drugs<br>-To have some understanding of the effects & risks of illegal drugs<br>-To explore attitudes to drug use<br>-To understand that all sorts of people may misuse drugs<br>-To challenge myths about drug use<br>-To know a range of skills to resist peer pressure<br>-To develop some assertiveness skills | <u>CWP: Preventing Early Use:</u><br>-To know what effect cannabis can have on your health & life<br>-To know the legal consequences of using cannabis<br>-To know the effects & risks of volatile substance abuse<br>-To know how to get & give help<br>-To have practised communicating with adults<br>-To know how to access help & support |

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| <b>HEALTH EDUCATION</b><br><br><b>Physical Health &amp; Fitness</b><br><br><b>Healthy Eating</b><br><br><b>Health &amp; Prevention</b> |        | <u>10,10 ME, MY BODY, MY HEALTH Ready Teddy?</u><br>-That our bodies are good and we need to look after them<br>-What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene<br><br><u>10,10 ME, MY BODY, MY HEALTH I am Me</u><br>-We are each unique, with individual gifts, talents and skills.<br>-Whilst we all have similarities because we are made in God's image, difference is part of God's plan!<br><br><u>10,10 ME, MY BODY, MY HEALTH Heads, Shoulders, Knees &amp; Toes</u><br>-That their bodies are good and made by God<br>-The names of the parts of the body (not genitalia) | <u>PE CURR LINKS:</u><br>-Can describe the effect exercise has on the body<br>-Can explain the importance of exercise and a healthy lifestyle.<br><br><u>SCI CURR LINKS Animals Including Humans:</u><br>-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | <u>PE CURR LINKS:</u><br>-Can describe the effect exercise has on the body<br>-Can explain the importance of exercise and a healthy lifestyle.<br><br><u>SCI CURR LINKS Animals Including Humans:</u><br>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.<br><br><u>10,10 ME, MY BODY, MY HEALTH I Am Unique</u><br>-That we are unique, with individual gifts, talents and skills<br><br><u>10,10 ME, MY BODY, MY HEALTH Clean &amp; Healthy</u><br>-Our bodies are good and we need to look after them<br>-What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating<br>-The importance of sleep, rest and recreation for our health;<br>-How to maintain personal hygiene | <u>PE CURR LINKS:</u><br>-Can describe the effect exercise has on the body<br>-Can explain the importance of exercise and a healthy lifestyle.<br>-Understands the need to warm up and cool down.<br><br><u>SCI CURR LINKS Animals Including Humans:</u><br>-identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat<br><br><u>Light</u><br>-recognise that light from the sun can be dangerous and that there are ways to protect their eyes | <u>PE CURR LINKS:</u><br>-Can describe the effect exercise has on the body<br>-Can explain the importance of exercise and a healthy lifestyle.<br>-Understands the need to warm up and cool down.<br><br><u>SCI CURR LINKS Animals Including Humans:</u><br>-identify the different types of teeth in humans and their simple functions<br><br><u>10,10 ME, MY BODY, MY HEALTH We Don't Have to Be Same</u><br>-Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community<br>- Self-confidence arises from being loved by God (not status, etc)<br><br><u>10,10 ME, MY BODY, MY HEALTH Respecting Our Bodies</u><br>- 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 | <u>PE CURR LINKS:</u><br>-Can describe the effect exercise has on the body<br>-Can explain the importance of exercise and a healthy lifestyle.<br>-Understands the need to warm up and cool down.<br><br><u>SCI CURR LINKS Animals Including Humans:</u><br>-describe the changes as humans develop to old age.<br><br><u>Living Things &amp; Their Habitats</u><br>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird<br>-describe the life process of reproduction in some plants and animals. | <u>PE CURR LINKS:</u><br>-Can describe the effect exercise has on the body<br>-Can explain the importance of exercise and a healthy lifestyle.<br>-Understands the need to warm up and cool down.<br><br><u>SCI CURR LINKS Animals Including Humans:</u><br>-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br><br><u>10,10 ME, MY BODY &amp; MY HEALTH Gifts &amp; Talents</u><br>-Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community<br>-Self-confidence arises from being loved by God (not status, etc)<br><br><u>10,10 ME, MY BODY &amp; MY HEALTH Spots &amp; Sleep</u><br>-How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. |

|   | Year N | Year R   | Year 1 | Year 2  | Year 3 | Year 4  | Year 5  | Year 6  |
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| <p><b>HEALTH EDUCATION</b></p> <p><b>Changing Adolescent Body</b></p> |        | <p><u>10,10 LIFE CYCLES Growing Up</u><br/>-That there are natural life stages from birth to death, and what these are</p> |        | <p><u>10,10 LIFE CYCLES The Cycle of Life</u><br/>-Children will engage with discussion questions about the story<br/>-Children will be able to describe the stages of the human life cycle<br/>-Children will take part in activities about their own development</p> <p><u>10,10 ME, MY BODY, MY HEALTH Girls &amp; Boys</u><br/>-That our bodies are good<br/>-The names of the parts of our bodies<br/>-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</p> |        | <p><u>10,10 LIFE CYCLES Life-cycles</u><br/>-That they were handmade by God with the help of their parents;<br/>-How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception;<br/>-How conception and life in the womb fits into the cycle of life;</p> <p><u>ME, MY HEALTH &amp; MY BODY What is Puberty?</u><br/>-What the term puberty means<br/>-When they can expect puberty to take place<br/>-That puberty is part of God's plan for our bodies</p> <p><u>ME, MY HEALTH &amp; MY BODY Changing Bodies</u><br/>-Correct naming of genitalia<br/>-What changes will happen to boys during puberty<br/>-What changes will happen to girls during puberty</p> | <p><u>R. U. CREATED&amp; LOVED BY GOD Calming the Storm</u><br/>-We were created individually by God who cares for us and wants us to put our faith in Him.<br/>-Physically becoming an adult is a natural phase of life.<br/>-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!</p> | <p><u>R. U. CREATED&amp; LOVED BY GOD Calming the Storm</u><br/>-We were created individually by God who cares for us and wants us to put our faith in Him.<br/>-Physically becoming an adult is a natural phase of life.<br/>-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!</p> <p><u>10,10 ME, MY BODY &amp; MY HEALTH Girls Bodies &amp; Boys Bodies (2 lessons)</u><br/>-That human beings are different to other animals;<br/>-About the unique growth and development of humans, and the changes that girls/boys will experience during puberty;<br/>-About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;<br/>-The need for modesty and appropriate boundaries.</p> <p><u>10,10 LIFE CYCLES Making Babies1 Y6</u><br/>How a baby grows and develops in its mother's womb</p> <p><u>10,10 LIFE CYCLES RSE Making Babies2 Y6</u><br/>-Basic scientific facts about sexual intercourse between a man and woman;<br/>-The physical, emotional, moral and spiritual implications of sexual intercourse;<br/>-The Christian viewpoint that sexual intercourse should be saved for marriage.</p> <p><u>10,10 LIFE CYCLES Menstruation Y6</u><br/>-About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life<br/>-Some practical help on how to manage the onset of menstruation</p> |

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| <b>HEALTH EDUCATION</b><br><br><b>Basic First Aid</b> | <u>10,10 KEEPING SAFE People Who Help Us</u><br>-There are lots of jobs designed to help us.<br>-Paramedics help us in a medical emergency.<br>-First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance |               | <u>10,10 KEEPING SAFE Can You Help Me?</u><br>-They should call 999 in an emergency and ask for ambulance, police and/or fire brigade<br>-If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.<br>-Some basic principles of First Aid |               | <u>10,10 KEEPING SAFE First Aid Heroes</u><br>-In an emergency, it is important to remain calm.<br>-Quick reactions in an emergency can save a life.<br>-Children can help in an emergency using their First Aid knowledge. |               | <u>10,10 KEEPING SAFE Giving Assistance</u><br>-The recovery position can be used when a person is unconscious but breathing.<br>-DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance. |               |

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| <p><b>PSHE EDUCATION</b></p> <p><b>Economic Education: Money &amp; Careers</b></p> |        | <p><u>10,10 MONEY &amp; CAREERS</u><br/> <u>When I grow Up</u><br/>           -About some different types of jobs<br/>           -That having a job can help us to look after each other &amp; the world<br/>           -That God has given us all strengths, gifts and talents to do His work<br/>           -About strengths and interests needed to do different jobs</p> <p><u>10,10 MONEY &amp; CAREERS</u><br/> <u>Money Doesn't Grow On Trees</u><br/>           -That money helps us buy things.<br/>           -That wants and needs are different.<br/>           -That God's love and the love we share with others is freely given and our most important need.</p> | <p><u>10,10 MONEY &amp; CAREERS</u><br/> <u>Who Will I Be?</u><br/>           -About some different types of jobs in the community<br/>           -About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls<br/>           -Work is a part of our purpose (vocation)<br/>           God has given us all strengths, gifts and talents to do his work</p> | <p><u>10,10 MONEY &amp; CAREERS</u><br/> <u>Needs &amp; Wants</u><br/>           -That money is valuable and is used as an exchange for needs and wants.<br/>           -That wants and needs are different<br/>           About spending and saving choices<br/>           -That God's love and the love we share with others is more valuable than anything.</p> | <p><u>10,10 MONEY &amp; CAREERS</u><br/> <u>Working Together</u><br/>           -Know that there are many different jobs and types of work<br/>           -Understand some of the factors that influence people's choice of work.<br/>           -Explore their own interests, skills and gifts in relation to their job aspirations.<br/>           -Know that God calls us to work together to share His love and care for each other and the world.</p> | <p><u>10,10 MONEY &amp; CAREERS</u><br/> <u>Money Matters</u><br/>           -All forms of money have advantages and disadvantages.<br/>           -Our attitude to money and choices about spending, saving and giving impacts on ourselves and others.<br/>           -Budgeting helps to keep track of spending and saving.<br/>           -Our faith guides our values and reminds us of the importance of love for God and others.</p> | <p><u>10,10 MONEY &amp; CAREERS</u><br/> <u>The World of Work</u><br/>           -Learn about the process of getting a job and consider factors that influence job choices.<br/>           -Understand how stereotyping can affect work aspirations &amp; learn to challenge such attitudes.<br/>           -Consider jobs in different sectors, learning pathways to work and their own job aspirations.</p> | <p><u>10,10 MONEY &amp; CAREERS</u><br/> <u>Money &amp; Me</u><br/> <b>TO BE UPLOADED</b></p> |

|   | Year N | Year R  | Year 1 | Year 2   | Year 3 | Year 4  | Year 5 | Year 6  |
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| <b>PSHE<br/>EDUCATION</b><br><br><b>Transition &amp;<br/>Change</b> |        | <u>10,10 TRANSITION<br/>&amp; CHANGE New<br/>People, New Places</u><br>-Change is a part of<br>growing up<br>-Their experiences<br>of change will help<br>their transition to<br>Y1<br>-God is with them<br>every step of the<br>way as they grow<br>and change |        | <u>10,10 TRANSITION<br/>&amp; CHANGE Change<br/>is all around us</u><br>-Change is a part of<br>life.<br>-Managing our<br>feelings about<br>change helps to<br>prepare us for<br>future changes<br>-God is with us as<br>we change and<br>grow |        | <u>10,10 TRANSITION<br/>&amp; CHANGE<br/>Big Changes, Little<br/>Changes</u><br>-Understand that<br>change is a part of<br>life and that there<br>are different kinds<br>of change.<br>-Learn about some<br>feelings often<br>associated with<br>change.<br>-Know that God is<br>always with us as<br>we change and<br>grow.<br>-Learn coping<br>strategies to<br>support themselves<br>and others. |        | <u>10,10 TRANSITION<br/>&amp; CHANGE<br/>Coping with Change</u><br>-That there are<br>many emotions and<br>feelings connected<br>with change<br>-That gratitude<br>helps build<br>resilience<br>-Coping strategies<br>to manage changes<br>-That God is always<br>with them |