RELATIONSHIPS, RSE & HEALTH EDUCATION & PSHE Skills Ladder

	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RELATIONSHIPS	10,10 PERSONAL		10,10 PERSONAL		10,10 PERSONAL		10,10 PERSONAL	10,10 PERSONAL
EDUCATION	RELATIONSHIPS		RELATIONSHIPS		RELATIONSHIPS		RELATIONSHIPS	RELATIONSHIPS
	<u>Who's Who?</u>		Special People		Friends, Families &		Under Pressure	Build Others Up
F	-To identify special		-To identify 'special		<u>Others</u>		-Pressure comes in	-About prejudice,
Families and	people (e.g.		people' (their		-Ways to maintain		different forms,	bullying and
people who	parents, carers,		parents, carers,		and develop good,		and what those	discrimination:
care for me	friends) and what		friends, parish		positive, trusting		different forms are;	what they mean
	makes them special		priest) and what		relationships;		-There are	and how to
Caring	-The importance of		makes them		strategies to use		strategies that they	challenge them.
-	the nuclear family		special;		when relationships		can adopt to resist	-About protected
Friendships	and of the wider		-The importance of		go wrong;		pressure.	characteristics from
	family		nuclear and wider		-That there are			the Equality Act
Respectful	-The importance of		family;		different types of		<u>10,10 PERSONAL</u>	2010 such as race,
Relationships	being close to and		-The importance of		relationships		RELATIONSHIPS Do	age and disability.
	trusting of 'special		being close to and		including those		You Want A Piece	-That everyone is
	people' and telling		trusting special		between		of Cake?	made in the image
	them is something		people and telling		acquaintances,		-Understand what	of God, loved
	is troubling them		them if something		friends, relatives		consent and bodily	unconditionally by
			is troubling them.		and family;		autonomy means;	Him, has equal
	10,10 PERSONAL				-That good		-Discuss and reflect on different	dignity and is
	RELATIONSHIPS		10,10 PERSONAL		friendship is when both persons enjoy		scenarios in which	deserving of equal
	<u>You've Got a Friend</u> in me		RELATIONSHIPS Treat Others Well		each other's		it is right to say	respect.
	-How their				company and also		'no'.	
	behaviour affects		<u></u> -How their		want what is truly		110.	
	other people and		behaviour affects		best for the other;		10,10 PERSONAL	
	that there is		other people, and		-The difference		RELATIONSHIPS	
	appropriate and		that there is		between a group of		Self Talk	
	inappropriate		appropriate and		friends and a		-Learn about how	
	behaviour		inappropriate		'clique'.		thoughts and	
	-The characteristics		behaviour;		•		feelings impact on	
	of positive and		-The characteristics				actions, and	
	negative		of positive &				develop strategies	
	relationships		negative				that will positively	
	-About different		relationships;				impact their	
	types of teasing		-Different types of				actions;	
	and that all bullying		teasing and that all				-Apply this	
	is wrong and		bullying is wrong				approach to	
	unacceptable		and unacceptable.				personal	
							friendships and	
	<u>10,10 PERSONAL</u>		<u>10,10 PERSONAL</u>				relationships.	
	RELATIONSHIPS		RELATIONSHIPS					
	Forever Friends		And Say Sorry					
	-To recognise when		-To recognise when					
	they have been		they have been					
	unkind to others		unkind & say sorry					

and say sorry. -That when we are unkind, we hurt God and should say sorry. -To recognise when people are being unkind to them and others and how to respond. -That we should forgive like Jesus forgives.	 -To recognise when people are being unkind to them & others & how to respond -To know that when we are unkind to others, we hurt God also & should say sorry to him as well -To know that we should forgive like Jesus forgives 	10.10.8.11		D II CDEATED 9	
10,10 R.U. CREATED & LOVED BY GOD Handmade with love -We are created individually by God as part of His creation plan - We are all God's children and are special - Our bodies were created by God and are good - We can give thanks to God!		10,10 R.U. <u>CREATED & LOVED</u> <u>BY GOD</u> Let the Children <u>Come</u> -We are created individually by God -God wants us to talk to Him often through the day and treat Him as our best friend -God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness -We are created as a unity of body, mind and spirit: who we are matters and what we do matters -We can give thanks to God in different ways	R. U. CREATED & LOVED BY GOD Get Up -We are created individually by God who is Love, designed in His own image and likeness -God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) -Every human life is precious from the beginning of life (conception) to natural death -Personal and communal prayer and worship are necessary ways of growing in our relationship with God	R. U. CREATED & LOVED BY GOD Calming the Storm -We were created individually by God who cares for us and wants us to put our faith in Him. -Physically becoming an adult is a natural phase of life. -Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!	

<u>10,10 R.U.</u>	<u>10,10 R.U.</u>	R.U. CREATED TO	R. U. CREATED TO	
CREATED TO LOVE	CREATED TO LOVE	LOVE OTHERS	LOVE OTHERS Is	
<u>OTHERS</u>	<u>OTHERS</u>	Jesus My Friend	God Calling You?	
Role Model	God Loves You	-That God loves,	-To know that God	
-We are part of	-We are part of	embraces, guides,	calls us to love	
God's family	God's family;	forgives and	others.	
-Jesus cared for	-Saying sorry is	reconciles us with	-To know ways in	
others and wanted	important and can	him and one	which we can	
them to live good	mend friendships;	another.	participate in God's	
lives like him	-Jesus cared for	-The importance of	call to us.	
-We should love	others and had	forgiveness and		
other people in the	expectations of	reconciliation in		
same way God	them and how they	relationships, and		
loves us	should act;	some of Jesus'		
	-We should love	teaching on		
	other people in the	forgiveness.		
	same way God	-That relationships		
	loves us.	take time and		
		effort to sustain.		
		-We reflect God's		
		image in our		
		relationships with		
		others: this is		
		intrinsic to who we		
		are and to our		
		happiness.		

<u>10,10 R.U.</u>	<u>10,10 R.U.</u>	R.U.CREATED TO	R. U. CREATED TO
CREATED TO LIVE	CREATED TO LIVE	LIVE IN	LIVE IN
IN COMMUNITY	IN COMMUNITY 3	COMMUNITIY	COMMUNITY The
God Is Love	<u>in 1</u>	<u>A Community of</u>	<u>Trinity</u>
-That God is love:	-That God is love:	Love	-To know that God
Father, Son and	Father, Son and	-God is Love as	the Father, God the
Holy Spirit	Holy Spirit	shown by the	Son and God the
-That being made	-That being made	Trinity – a	Holy Spirit make up
in His image means	in His image means	'communion of	the three persons
being called to be	being called to be	persons supporting	of the Trinity.
loved and to love	loved and to love	each other in their	-To know that the
others	others	self-giving	Holy Spirit works
		relationship'	through us to bring
<u>10,10 R.U.</u>	<u>10,10 R.U.</u>	-The human family	God's love and
CREATED TO LIVE	CREATED TO LIVE	is to reflect the	goodness to others.
IN COMMUNITY	IN COMMUNITY	Holy Trinity in	
Loving God, Loving	Who Is My	mutual charity and	R. U. CREATED TO
<u>Others</u>	<u>Neighbour?</u>	generosity	LIVE IN
-What a	-To know what a		<u>COMMUNITY</u>
community is, and	community is, and	R.U.CREATED TO	Catholic Social
that God calls us to	that God calls us to	LIVE IN	Teaching
live in community	live in community	COMMUNITIY	-The principles of
with one another	with one another;	What is the	Catholic Social
-Some Scripture	-A scripture	Church?	Teaching.
illustrating the	illustrating the	-The human family	-That God formed
importance of	importance of	can reflect the Holy	them out of love,
living in a	living in community	Trinity in charity	to know and share
community	as a consequence	and generosity.	His love with
-No matter how	of this;	-The Church family	others.
small our offerings,	-Jesus' teaching on	comprises of home,	
they are valuable	who is my	school and parish	
to God and He can	neighbour.	(which is part of	
use them for His		the diocese).	
glory.			

10.10 LVING IN THE WIDER WORLD10.10 LVING IN 11 E WIDER WORLD10.10 LVING IN THE WIDER WORLDMe, You & Us Me, You & Us - That they belongThe communities We Live in to variousHow do Llove Others2Reaching Out - Learn to apply the - To know that God wants His ChurchReaching Out - Learn to apply the - Learn the way in which - That the global - Community - That the global - That the shouldLow and Carbon - Learn the - Learn the - Learn the way a - About what harms - About what harms - About what harms - About what improves - About what improves -				
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live the world in which	what improves the	-About what harms		
	world in which they	and what improves		
we live.	live	the world in which		
		we live.		

	<u>10,10 KEEPING</u>	COMPUTING CUR	COMPUTING CUR	COMPUTING CUR	COMPUTING CUR	COMPUTING CUR	COMPUTING CUR
RELATIONSHIPS	SAFE Safe Inside &	LINKS:	LINKS:	LINKS:	LINKS:	LINKS:	LINKS:
EDUCATION	Out	Use technology	Use technology	Use technology	Use technology	Use technology	Use technology
	-About safe and	safely and	safely and	safely, respectfully	safely, respectfully	safely, respectfully	safely, respectfully
Online	unsafe situations	respectfully,	respectfully,	and responsibly,	and responsibly,	and responsibly,	and responsibly,
Relationships	indoors and			recognise	recognise	recognise	recognise
Relationships		keeping personal information	keeping personal information	acceptable and	acceptable and	acceptable and	acceptable and
	outdoors, including online.	private, identify	private, identify	unacceptable	unacceptable	unacceptable	unacceptable
Being Safe				behaviour, identify	behaviour, identify	behaviour, identify	behaviour, identify
	-That they can ask for help from their	where to go for help and support	where to go for help and support	a range of ways to			
		when they have	when they have	report concerns	report concerns	report concerns	report concerns
	special people.	concerns about	concerns about	about content and	about content and	about content and	about content and
	<u>10,10 KEEPING</u>	content or contact	content or contact	contact.	contact.	contact.	contact.
	SAFE My Body, My	on the internet or	on the internet or	10,10 PERSONAL			
	Rules	other online	other online	RELATIONSHIPS		10,10 KEEPING	
				When Things Feel Bad		SAFE	
	-To know they are	technologies.	technologies.	-Develop a greater		<u>Cyberbullying</u>	
	entitled to bodily			awareness of		-What the term	
	privacy	10,10 KEEPING		bullying (including		cyberbullying	
	-That they can and	SAFE Good Secrets		cyber-bullying),		means and	
	should be open	<u>& Bad Secrets</u> -The difference		that all bullying is		examples of it;	
	with 'special			wrong, and how to		-What	
	people' they trust if	between 'good'		respond to		cyberbullying feels	
	anything troubles	and 'bad' secrets		bullying;		like for the victim;	
	them	and that they can		-Learn about		-How to get help if	
	-That there are	and should be open		harassment and		they experience	
	different people we	with 'special		exploitation in		cyberbullying.	
	can trust for help,	people' they trust if		relationships,		cyberbunying.	
	especially those	anything troubles		including physical		<u>10,10 KEEPING</u>	
	closest to us who	them;		and emotional		SAFE	
	care for us,	-How to resist		abuse and how to		Types of Abuse	
	including our	pressure when		respond.		-To judge well what	
	teachers and our	feeling unsafe.				kind of physical	
	parish priest			<u>10,10 KEEPING</u>		contact is	
		10,10 KEEPING		SAFE Safe In My Body		acceptable or	
		SAFE Physical		-To judge well what		unacceptable and	
		Contact		kind of physical		how to respond.	
		-To know that they		contact is		-That there are	
		are entitled to		acceptable or		different people we	
		bodily privacy; -That there are		unacceptable and		can trust for help,	
		different people we		how to respond;		especially those	
		can trust for help,		-That there are		closest to us who	
		• •		different people we		care for us,	
		especially those closest to us who		can trust for help,		including parents,	
				especially those		teachers and	
		care for us,		closest to us who		priests.	
		including our		care for us,		pricesis.	
		parents or carers,		including our			
		teachers and our		teachers and parish			
		parish priest.		priest.			
			1	P.1050			

	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HEALTH		10,10 EMOTIONAL		10,10 EMOTIONAL		10,10 EMOTIONAL WELL		10,10 EMOTIONAL WELL
EDUCATION		WELL BEING I Like		WELL BEING Feelings,		BEING What Am I		BEING Body Image
		<u>You, We All Like</u>		Likes & Dislikes		Feeling?		-That images in the media
		-That we all have		-That it is natural for		-That emotions change as		do not always reflect
Mental Well –		different 'tastes'		us to relate to and		they grow up (including		reality and can affect how
Being		(likes and dislikes),		trust one another		hormonal effects)		people feel about
		but also similar needs		-That we all have		-A deeper understanding		themselves
		(to be loved and		different 'tastes'		of the range and		-That thankfulness builds
		respected, to be safe		(likes and dislikes),		intensity of their feelings;		resilience against feelings
		etc)		but also similar needs		that 'feelings' alone are		of envy, inadequacy, etc.
		-That it is natural for		(to be loved and		not good guides for		and against pressure
		us to relate to and		respected, to be safe		action		from peers or media
		trust one another		etc)		-What emotional well-		
				-A language to		being means;		10,10 EMOTIONAL WELL
		10,10 EMOTIONAL		describe our feelings		-That positive actions		BEING Peculiar Feelings
		WELL BEING				help emotional well-		-A deeper understanding
		All the Feelings		10,10 EMOTIONAL		being (beauty, art, etc.		of the range and intensity
		-A language to		WELL BEING Feelings		lift the spirit)		of their feelings; that
		describe their feelings		Inside Out		-That talking to trusted		'feelings' are not the only
		-An understanding		-In a simple way that		people helps emotional		good guides for action
		that everyone		feelings and actions		well-being (eg		-That some behaviour is
		experiences feelings,		are two different		parents/carer/teacher/		wrong, unacceptable,
		both good and bad		things, and that our		parish priest)		unhealthy or risky
		-Simple strategies for		good actions can				
		managing feelings		'form' our feelings		10,10 EMOTIONAL WELL		10,10 EMOTIONAL WELL
				and our character		BEING I Am Thankful		BEING Emotional Changes
		10,10 EMOTIONAL				-That some behaviour is		-That emotions change as
		WELL BEING		10,10 EMOTIONAL		wrong, unacceptable,		they grow up (including
		Let's Get Real		WELL BEING Super		unhealthy and risky -That thankfulness builds		hormonal effects) -To deepen their
		-Simple strategies for		Suzie Gets Angry - Simple strategies for		resilience against feelings		understanding of the
		managing emotions		managing feelings		of envy, inadequacy and		range & intensity of their
		and behaviour		and for good		insecurity, and against		feelings; that 'feelings'
		-That we have choices		behaviour		pressure from peers and		are not good guides for
		and these choices can		-That choices have		the media		action
		impact how we feel and respond.		consequences; that		the media		-About emotional well-
		-We can say sorry and		when we make		10.10 EMOTIONAL WELL		being: that beauty, art,
		forgive like Jesus		mistakes we are		BEING LOSS		etc. can lift the spirit; and
		Iorgive like Jesus		called to receive		Time for Everything		that also openness with
				forgiveness and to		-Understand what death		trusted
				forgive others when		means		parents/carers/teachers
				they do		-Learn about some		when worried ensures
				-That Jesus died on		feelings often connected		healthy well-being
				the cross so that we		with grief		
				would be forgiven				10,10 EMOTIONAL WELL
								BEING LOSS

10,10 EMOTIONAL WELL BEING LOSS Beginnings & Endings -What death means -Some feelings often connected with grief -What the Christian faith says about death and eternal life -Some ways to support themselves when they are grieving	-Know what the Christian faith says about death and eternal life -Explore some ways to support themselves and others when they are grieving	Hope Beyond Death -What 'death' means -About some feelings often connected with grief -What the Christian faith says about death and eternal life -Some ways to support themselves and others when they are grieving
PSHE ASSOC: We all have feelings: -To recognise and name some feelings that they might have -To explain how feelings can make their bodies feel inside -To describe how other's might be feeling -To identify who can help them with feelings, and how they can help othersPSHE ASSOC: Good and not so good feelings: -To identify feelings that are good and not so good –To recognise that people feel differently about things and situations -To explain what can change their feelings (from good to not so good and from not so good to good) -To suggest things that can help them and others to feel betterPSHE ASSOC: Big Feeling: -To identify what can help them feel betterPSHE ASSOC: Big Feeling: -To recognise that feelings can affect their behaviour -To identify what can help them feel better when they have a big feeling (including talking to trusted adults) -To use words or phrases to ask for help with feelings	 <u>PSHE ASSOC: Everyday Feelings:</u> -To identify that feelings/emotions are part of a person's health and wellbeing -To recognise that feelings usually change throughout the day -To give examples of everyday things that can affect feelings -To describe what can help people to feel good/better <u>PSHE ASSOC: Expressing Feelings:</u> -To name a wide range of feelings and emotions -To match feelings to a scale of intensity and identify strong feelings -To describe different feelings and how they are experienced in the body -To recognise why it is important for people to express their feelings <u>PSHE ASSOC: Managing Feelings:</u> -To explain how feelings and emotions can influence actions and behaviour -To identify ways of coping with feelings in different situations -To explain why it is important to talk about feelings and describe how this can feel -To recognise that help, advice and support about feelings comes from different sources 	PSHE ASSOC: Mental Health & Keeping Well:-To explain what is meant by the term 'mental health'-To identify everyday behaviours that can help to support mental (and physical) health -To recognise that we can take care of our mental health (as well as our physical health)PSHE ASSOC: Managing Challenges & Change: -To describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected -To recognise conflicting emotions and when these might be experienced -To explain how feelings and emotions change over time -To identify positive actions to support mental wellbeing during difficult times, including identifying their personal support networkPSHE ASSOC: Feelings & Common Anxieties When Moving to Secondary School: -To describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected-To describe what can impact on mental health (life events and circumstances) and how mental wellbeing to Secondary School: -To describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected -To recognise conflicting emotions and when these might be experienced -To explain how feelings and emotions change over time -To identify positive actions to support mental wellbeing during difficult times, including identifying their personal support mental wellbeing during difficult times, including identifying their personal support mental wellbeing during difficult times, including identifying their personal support network

	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HEALTH		10,10 LIFE ONLINE	COMPUTING CUR	COMPUTING CUR LINKS:	COMPUTING CUR LINKS:	COMPUTING CUR	COMPUTING CUR LINKS:	COMPUTING CUR LINKS:
EDUCATION		What is the	LINKS:	Use technology safely	Use technology safely,	LINKS:	Use technology	Use technology safely,
		Internet?	Use technology	and respectfully,	respectfully and	Use technology	safely, respectfully	respectfully and
		-That the internet	safely and	keeping personal	responsibly, recognise	safely, respectfully	and responsibly,	responsibly, recognise
Internet		connects us to	respectfully,	information private,	acceptable and	and responsibly,	recognise acceptable	acceptable and
Safety &		others	keeping personal	identify where to go for	unacceptable behaviour,	recognise acceptable	and unacceptable	unacceptable
Harms		-That the internet	information	help and support when	identify a range of ways	and unacceptable	behaviour, identify a	behaviour, identify a
		helps us in lots of	private, identify	they have concerns	to report concerns about	behaviour, identify a	range of ways to	range of ways to
		ways	where to go for	about content or	content and contact.	range of ways to	report concerns	report concerns about
		-Only Jesus can help	help and support	contact on the internet		report concerns	about content and	content and contact.
		us with everything	when they have	or other online	10,10 KEEPING SAFE	about content and	contact.	
			concerns about	technologies.	Sharing Online	contact.		10,10 EMOTIONAL
		10,10 LIFE ONLINE	content or		-To recognise that their		10,10 KEEPING SAFE	WELL BEING Seeing
		Playing Online	contact on the	10,10 LIFE ONLINE	increasing independence	10,10 EMOTIONAL	Sharing Isn't Always	Stuff Online
		-About safe and	internet or other	Real Life Online	brings increased	WELL BEING	Caring	-The difference
		unsafe situations	online	-That the internet	responsibility to keep	What Am I Looking	-To recognise that	between harmful and
		online	technologies.	connects us to others	themselves and others	<u>At?</u> -That images in the	their increasing	harmless videos and
		-That they can ask		and helps us in lots of	safe;	media do not always	independence brings	images
		for help from their		ways.	-How to use technology	reflect reality and	increased	-The impact that
		special people		Our feelings matter – both online and offline.	safely; -That just as what we eat	can affect how	responsibility to keep themselves and	harmful videos and
					-	people feel about		images can have on
				That Jesus cares about our feelings and gives	can make us healthy or make us ill, so what we	themselves	others safe. -How to use	young minds -Ways to combat and
				us peace	watch, hear, say or do can	themselves	technology safely.	deal with viewing
				us peace	be good or bad for us and		-That just as what we	harmful videos and
				10,10 LIFE ONLINE	others;		eat can make us	images
				RULES TO HELP US	-How to report and get		healthy or make us ill,	inages
				-Understand safe and	help if they encounter		so what we watch,	
				unsafe situations,	inappropriate materials		hear, say or do can be	
				including online.	or messages.		good or bad for us	
				Ask for adult help with			and others.	
				anything that worries	10,10 KEEPING SAFE		-How to report and	
				them or makes them	Chatting Online		get help if they	
				feel unsafe.	-How to use technology		encounter	
					safely;		inappropriate	
					-That bad language and		materials or	
					bad behaviour are		messages.	
					inappropriate;			
					-That just as what we eat			
					can make us healthy or			
					make us ill, so what we			
					watch, hear, say or do can			
					be good or bad for us and			
					others;			
					-How to report and get			
					help if they encounter			
					inappropriate materials			
					or messages.			

	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HEALTH	10,10 KEEPING		10,10 KEEPING SAFE	CWP: Keeping	10,10 KEEPING SAFE	CWP: Alcohol:	10,10 KEEPING SAFE	CWP: Preventing
EDUCATION	SAFE Feeling		Harmful Substances	Safe:	Drugs, Alcohol & Tobacco	-To know what	Impacted Lifestyles	Early Use:
EDUCATION	<u>Poorly</u>		-Medicines are drugs, but	-To know what	-Medicines are drugs, but	alcohol is & how it	-Understand the effect that a	-To know what
	-Medicines		not all drugs are good for	is safe or unsafe	not all drugs are good for	affects the body	range of substances including	effect cannabis can
Drugs, Alcohol	should only be		us.	-To know when	us.	-To understand that	drugs, tobacco and alcohol	have on your health
& Tobacco	taken when a		-Alcohol and tobacco are	something is	-Alcohol and tobacco are	everyone will be	can have on the body.	& life
	parent or		harmful substances.	too risky	harmful substances.	affected differently	-Learn how to make good	-To know the legal
	doctor gives		-Our bodies are created	-To know that	-Our bodies are created	by alcohol	choices about substances	consequences of
	them to us.		by God, so we should	some things we	by God, so we should	-To know there are	that will have a positive	using cannabis
	-Medicines are		take care of them and be	put into our	take care of them and be	risks to drinking	impact on their health.	-To know the
	not sweets.		careful about what we	bodies can	careful about what we	alcohol	-Know that our bodies are	effects & risks of
	-We should		consume.	harm us.	consume.	-To know some	created by God, so we should	volatile substance
	always try to			-To know some		laws about drinking	take care of them and be	abuse
	look after our		CWP: Medicines & People	rules about	CWP: Smoking:	alcohol	careful about what we	-To know how to
	bodies because		Who Help Us:	keeping safe	-To know how smoking	-To consider ways	consume.	get & give help
	God created		-To understand how to	-To be able to	affects people	of persuading		-To have practised
	them and gifted		look after our bodies	follow safety	-To consider why people	people to drink	10,10 KEEPING SAFE	communicating
	them to us.		-To know how medicines	instructions &	smoke	alcohol sensibly	Making Good Choices	with adults
			get into our bodies	rules at home &	-To know some of the		-Recognise how they may	-To know how to
			-To understand that some	at school	effects of smoking on the		come under pressure when it	access help &
			people need to take		body To know object receive		comes to drugs, alcohol and	support
			medicines all the time to		-To know about passive smoking		tobacco -Learn that they are entitled	
			stay healthy. -To know when we		-To know the rules and		to say "no" for all sorts of	
			should take medicines		laws to prevent smoking		reasons, but not least in	
			and who should give		-To be able to make the		order to protect their God-	
			them to us.		positive choice not to		given bodies	
			-To know the rules about		smoke		given boules	
			medicines		SHOKE		CWP: Legal & Illegal drugs:	
			incularies				-To know about a range of	
							legal & illegal drugs	
							-To have some understanding	
							of the effects & risks of illegal	
							drugs	
							-To explore attitudes to drug	
							use	
							-To understand that all sorts	
							of people may misuse drugs	
							-To challenge myths about	
							drug use	
							-To know a range of skills to	
							resist peer pressure	
							-To develop some	
							assertiveness skills	

	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HEALTH		10,10 ME, MY BODY,	PE CURR LINKS:	PE CURR LINKS:	PE CURR LINKS:	PE CURR LINKS:	PE CURR LINKS:	PE CURR LINKS:
EDUCATION		MY HEALTH Ready	-Can describe the	-Can describe the	-Can describe the	-Can describe the effect	-Can describe the	-Can describe the effect
		Teddy?	effect exercise has	effect exercise has	effect exercise	exercise has on the	effect exercise has	exercise has on the
		-That our bodies are	on the body	on the body	has on the body	body	on the body	body
Physical		good and we need to	-Can explain the	-Can explain the	-Can explain the	-Can explain the	-Can explain the	-Can explain the
Health &		look after them	importance of	importance of	importance of	importance of exercise	importance of	importance of exercise
Fitness		-What constitutes a	exercise and a	exercise and a	exercise and a	and a healthy lifestyle.	exercise and a	and a healthy lifestyle.
		healthy lifestyle,	healthy lifestyle.	healthy lifestyle.	healthy lifestyle.	-Understands the need	healthy lifestyle.	-Understands the need
Loolthy Cating		including exercise,			-Understands the	to warm up and cool	-Understands the	to warm up and cool
Healthy Eating		diet, sleep and	SCI CURR LINKS	SCI CURR LINKS	need to warm up	down.	need to warm up	down.
		personal hygiene	Animals Including	Animals Including	and cool down.		and cool down.	
Health &			Humans:	Humans:		SCI CURR LINKS		SCI CURR LINKS
Prevention		<u>10,10 ME, MY BODY,</u>	-identify, name,	-describe the	SCI CURR LINKS	Animals Including	SCI CURR LINKS	Animals Including
		MY HEALTH	draw and label the	importance for	Animals Including	Humans:	Animals Including	<u>Humans:</u>
		<u>I am Me</u>	basic parts of the	humans of exercise,	Humans:	-identify the different	Humans:	-recognise the impact
		-We are each unique,	human body and	eating the right	-identify that	types of teeth in	-describe the	of diet, exercise, drugs
		with individual gifts,	say which part of	amounts of	animals, including	humans and their	changes as humans	and lifestyle on the way
		talents and skills.	the body is	different types of	humans, need the	simple functions	develop to old age.	their bodies function
		-Whilst we all have	associated with	food, and hygiene.	right types and			
		similarities because	each sense.		amount of		Living Things &	10,10 ME, MY BODY &
		we are made in God's		<u>10,10 ME, MY</u>	nutrition, and	<u>10,10 ME, MY BODY,</u>	Their Habitats	MY HEALTH Gifts &
		image, difference is		BODY, MY HEALTH I	that they cannot	MY HEALTH We Don't	-describe the	<u>Talents</u>
		part of God's plan!		Am Unique	make their own	Have to Be Same	differences in the	-Similarities and
				-That we are	food; they get	-Similarities and	life cycles of a	differences between
		<u>10,10 ME, MY BODY,</u>		unique, with	nutrition from	differences between	mammal, an	people arise as they
		MY HEALTH		individual gifts,	what they eat	people arise as they	amphibian, an	grow and mature, and
		Heads, Shoulders,		talents and skills		grow and make choices,	insect and a bird	that by living and
		Knees & Toes			Light	and that by living and	-describe the life	working together
		-That their bodies are		10,10 ME, MY	-recognise that	working together	process of	('teamwork') we create
		good and made by		BODY, MY HEALTH	light from the sun	('teamwork') we create	reproduction in	community
		God -The names of the		Clean & Healthy	can be dangerous	community	some plants and	-Self-confidence arises
				-Our bodies are	and that there are	- Self-confidence arises	animals.	from being loved by
		parts of the body (not		good and we need	ways to protect	from being loved by		God (not status, etc)
		genitalia)		to look after them -What constitutes a	their eyes	God (not status, etc)		10,10 ME, MY BODY &
				healthy lifestyle,				MY HEALTH Spots &
				including physical		<u>10,10 ME, MY BODY,</u> MY HEALTH Respecting		Sleep
				activity, dental		Our Bodies		-How to make good
				health and healthy		- They need to respect		choices that have an
				eating		and look after their		impact on their health:
				-The importance of		bodies as a gift from		rest and sleep, exercise,
				sleep, rest and		God through what they		personal hygiene,
				recreation for our		wear, what they eat		avoiding the overuse of
				health;		and what they		electronic
				-How to maintain		physically do		
								entertainment, etc.
				personal hygiene				

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

	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HEALTH	<u>10,10 KEEPING</u>		10,10 KEEPING SAFE		10,10 KEEPING SAFE		10,10 KEEPING SAFE	
EDUCATION	SAFE People Who		Can You Help Me?		First Aid Heroes		Giving Assistance	
	Help Us		-They should call 999		-In an emergency, it is		-The recovery	
	-There are lots of		in an emergency and		important to remain		position can be used	
Basic First Aid	jobs designed to		ask for ambulance,		calm.		when a person is	
	help us.		police and/or fire		-Quick reactions in an		unconscious but	
	-Paramedics help		brigade		emergency can save a		breathing.	
	us in a medical		-If they require		life.		-DR ABC is a primary	
	emergency.		medical help but it is		-Children can help in		survey to find out	
	-First Aid can be		not an emergency,		an emergency using		how to treat life-	
	used in non-		basic first aid should		their First Aid		threatening	
	emergency		be used instead of		knowledge.		conditions in order of	
	situations, as		calling 999.				importance.	
	well as whilst		-Some basic					
	waiting for an		principles of First Aid					
	ambulance							
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	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSHE		<u>10,10 MONEY &</u>	10,10 MONEY &	10,10 MONEY &	10,10 MONEY &	10,10 MONEY &	10,10 MONEY &	10,10 MONEY &
EDUCATION		CAREERS	CAREERS	CAREERS	CAREERS	CAREERS	CAREERS	CAREERS
		When I grow Up	Who Will I Be?	Needs & Wants	Working Together	Money Matters	The World of Work	Money & Me
		-About some	-About some	-That money is	-Know that there	-All forms of money	-Learn about the	TO BE UPLOADED
Economic		different types of	different types of	valuable and is	are many different	have advantages	process of getting a	
Education:		jobs	jobs in the	used as an	jobs and types of	and disadvantages.	job and consider	
Money &		-That having a job	community	exchange for needs	work	-Our attitude to	factors that	
Careers		can help us to look	-About some of the	and wants.	-Understand some	money and choices	influence job	
Curcers		after each other &	gifts, skills and	-That wants and	of the factors that	about spending,	choices.	
		the world	strengths needed	needs are different	influence people's	saving and giving	-Understand how	
		-That God has given	to do different jobs	About spending	choice of work.	impacts on	stereotyping can	
		us all strengths,	and that all jobs are	and saving choices	-Explore their own	ourselves and	affect work	
		gifts and talents to	open to boys and	-That God's love	interests, skills and	others.	aspirations & learn	
		do His work	girls	and the love we	gifts in relation to	-Budgeting helps to	to challenge such	
		-About strengths	-Work is a part of	share with others is	their job	keep track of	attitudes.	
		and interests	our purpose	more valuable than	aspirations.	spending and	-Consider jobs in	
		needed to do	(vocation)	anything.	-Know that God	saving.	different sectors,	
		different jobs	God has given us all		calls us to work	-Our faith guides	learning pathways	
			strengths, gifts and		together to share	our values and	to work and their	
			talents to do his		His love and care	reminds us of the	own job	
		<u>10,10 MONEY &</u>	work		for each other and	importance of love	aspirations.	
		CAREERS			the world.	for God and others.		
		Money Doesn't						
		Grow On Trees						
		-That money helps						
		us buy things.						
		-That wants and						
		needs are different.						
		-That God's love and the love we						
		share with others is						
		freely given and our						
		most important						
		need.						

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