



# Curriculum Design:

Including Endpoints

**RHE**

**RHE Overview**  
(taught over one term)

Year Group	Session 1/2	Session 3/4	Session 5/6	Session 7/8	Session 9/10	Session 11/12
Nursery	Module 1, Unit 1: Story Sessions: Handmade with Love	Module 2, Unit 1: Role Model	Module 2, Unit 2: * Who's Who? *You've Got A Friend In Me *Forever Friends	Module 2, Unit 3: *Safe Inside and Out *My Body, My Rules	Module 2, Unit 3: *Feeling Poorly *People Who Help Us	Module 3, Unit 1: *God Is Love *Loving God, Loving Others Module3, Unit 2: *Me, You, Us
Reception	Module 1, Unit 1: Story Sessions: Handmade with Love	Module 1, Unit 2: *I Am Me *Heads, Shoulders, Knees and Toes *Ready Teddy	Module 1, Unit 3: *I Like, You Like, We All Like! *All The Feelings!	Module 1, Unit 3: Let's Get Real	Module 1, Unit 4: Growing Up Module 3, Unit 1 *God Is Love	Module 3, Unit 1: *Loving God, Loving Others Module 3, Unit 2 *Me, You, Us
Year 1	Module 1, Unit 1: Story Sessions: Let The Children Come	Module 2, Unit 1: God Loves You	Module 2, Unit 2: *Special People *Treat Others Well... *...and Say Sorry	Module 2, Unit 3: *Being Safe *Good And Bad Secrets *Physical Contact *Harmful Substances	Module 2, Unit 3: *Can You Help Me? (Part One)	Module 3, Unit 1: *Three In One *Who Is My Neighbour? Module 3, Unit 2: The Communities We Live In
Year 2	Module 1, Unit 1 Story Sessions: Let The Children Come	Module 1, Unit 2: *I Am Unique *Girls & Boys *Clean & Healthy (My Body)	Module 1, Unit 3 *Feelings, Likes & Dislikes *Feeling Inside Out *Super Susie Gets Angry	Module 1, Unit 4: The Cycle of Life	Module 3, Unit 1: *Three In One *Who is My Neighbour?	Module 3, Unit 2: The Communities We Live In

<b>Year 3</b>	<b>Module 1, Unit 1:</b> <b>Story Sessions:</b> <b>Get Up!</b> *The Sacraments	<b>Module 2, Unit 1:</b> <b>Story Sessions:</b> <b>Jesus, My Friend</b>	<b>Module 2, Unit 2:</b> *Friends, Family and Others... *When Things Feel Bad	<b>Module 2, Unit 3:</b> *Sharing Online *Chatting Online *Safe In My Body	<b>Module 2, Unit 3:</b> *Drugs, Alcohol, Tobacco *First Aid Heroes	<b>Module 3, Unit 1:</b> *A Community of Love *What is the Church? <b>Module 3, Unit 2:</b> <b>How Do I Love  Others?</b>
<b>Year 4</b>	<b>Module 1, Unit 1</b> <b>Story Sessions:</b> <b>Get Up!</b>	<b>Module 1, Unit 2:</b> *We Don't Have To Be The Same *Respecting our Bodies	<b>Module 1, Unit 3:</b> *What Am I Feeling? *What Am I Looking At?	<b>Module 1, Unit 3:</b> *I Am Thankful	<b>Module 3, Unit 1:</b> *A Community of Love *What is the Church?	<b>Module 3, Unit 2:</b> <b>How Do I Love  Others?</b>
<b>Year 5</b>	<b>Module 1, Unit 1:</b> <b>Story Sessions:</b> <b>Calming the  Storm</b> <b>Module 2, Unit 1:</b> <b>Is God Calling  You?</b>	<b>Module 2, Unit 2:</b> *Under Pressure *Do You Want a Piece of Cake? *Self-Talk	<b>Module 1, Unit 2:</b> <b>(Y4) *What Is  Puberty?</b> *Changing Bodies	<b>Module 1, Unit 4:</b> <b>(Y4) Life Cycles</b> <b>Module 2, Unit 3:</b> *Sharing Isn't Always Caring	<b>Module 2, Unit 3:</b> *Cyberbullying *Types of Abuse *Impacted Lifestyles *Making Good Choices *Giving Assistance	<b>Module 3, Unit 1:</b> *The Holy Trinity *Catholic Social Teaching <b>Module 3, Unit 2:</b> *Reaching Out
<b>Year 6</b>	<b>Module 1, Unit 1:</b> <b>Story Sessions:</b> <b>Calming the  Storm</b>	<b>Module 1, Unit 2:</b> *Gifts & Talents *Girls Bodies *Boys Bodies *Spots & Sleep	<b>Module 1, Unit 3:</b> *Body Image *Peculiar Feelings *Emotional Changes *Seeing Stuff Online	<b>Module 1, Unit 4:</b> *Making Babies (part 1) *Menstruation	<b>Module 2, Unit 2:</b> *Build Others Up	<b>Module 3, Unit 1:</b> *The Holy Trinity *Catholic Social Teaching <b>Module 3, Unit 2:</b> <b>Reaching Out</b>

## RHE Overview

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handmade with Love - Role Model - Who's Who?/ You've Got A Friend in Me/ Forever Friends - Safe Inside and Out/ My Body, My Rules/ Feeling Poorly/ People Who Help Us - God is Love/Loving God, Loving Others/ Me, You, Us	Handmade with Love - I Am Me/Heads, Shoulders, Knees and Toes/Ready Teddy? - I Like, You Like, We All Like!/All the Feelings!/Let's Get Real - Growing Up - God is Love/Loving God, Loving Others/ Me, You, Us	Let the Children Come - God Loves You - Special People/Treat Others Well.../...and Say Sorry - Being Safe/Good and Bad Secrets/Physical Contact/Harmful Substances - Can You Help Me? (part 1) - Three In One/Who Is My Neighbour? - The Communities	Let the Children Come - I Am Unique/Girls and Boys/Clean and Healthy (My Body) - Fellings, Likes and Dislikes/Feeling Inside Out/Super Susie Gets Angry - The Cycle of Life - Three In One/Who Is My Neighbour? - The Communities We Live In	Get Up! The Sacraments - Jesus, My Friend - Friends, Family and Others.../When Things Feel Bad - Sharing Online/Chatting Online/Safe In My Body/Drugs, Alcohol and Tobacco/First Aid Heroes - A Community of Love/What is the Church? - How Do I Love Others?	Get Up! - We Don't Have To Be The Same/ Respecting Our Bodies - What Am I Feeling?/What Am I Looking At?/ I Am Thankful - A Community of Love/What is the Church? - How Do I Love Others?	Calming the Storm - Is God Calling You? - Under Pressure/Do You Want A Piece of Cake?/Self-Talk - What Is Puberty?/ Changing Bodies - Life Cycles - Sharing Isn't Always Caring/Cyberbullying/Types of Abuse/Impacted Lifestyles/Making Good Choices/Giving Assistance - The Holy Trinity/ Catholic Social Teaching - Reaching Out	Calming the Storm - Gifts & Talents/Girls' Bodies/Boys' Bodies/Spots and Sleep - Body Image/Peculiar Feelings/Emotional Changes/ Seeing Stuff Online - Making Babies (part 1)/ Menstruation - Build Others Up - The Holy Trinity/ Catholic Social Teaching - Reaching Out

		<b>We Live In</b>					
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## EYFS

### **Children at the expected level of development will:**

- **Understanding the World:** 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
- **Understanding the World:** • About safe and unsafe situations indoors and outdoors, including online • That they can ask for help from their special people • That they are entitled to bodily privacy • That they can and should be open with 'special people' they trust if anything troubles them • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest
- **Personal, Social and Emotional Development:** We are each unique, with individual gifts, talents and skills • Whilst we have similarities because we are made in God's image, difference is part of God's plan • That their bodies are good and made by God • The names of the parts of the body (not genitalia) • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene
- **Personal, Social and Emotional Development** An understanding that everyone experiences feelings, both good and bad • Simple strategies for managing feelings • Simple strategies for managing emotional behaviour • That we have choices and these choices can impact how we feel and respond. • We can say sorry and forgive like Jesus
- **Physical Development:** That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult

## Year 1

### Religious Understanding

#### **Skills:**

- All children will know that they are created and loved by God.
- Most children will know that this means they are uniquely created individuals who Jesus wants to be friends with.
- Some children will demonstrate an understanding of personal faith and articulate how this makes them feel

#### **Vocabulary:**

- God, Created, Individually, Happiness, Love, Body, Mind, Spirit

#### **Knowledge:**

- 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

## Me, My Body, My Health

### Skills:

- All children will know that we are unique; that their bodies, created by God, are good; and that they need to take good care of their bodies.
- Most children will understand that part of being unique means we each have individual gifts, talents and skills; will be able to name taught body parts and describe how they can be used; and will be able to articulate various ways of keeping healthy and maintaining personal hygiene.

### Vocabulary:

- Individual, Gifts, Talents, Skills, Bodies, Healthy, Lifestyle

### Knowledge:

- That we are unique, with individual gifts, talents and skills
- That our bodies are good and we need to look after them
- About what constitutes a healthy lifestyle

## Emotional Well-being

### Skills:

- All children will have a basic understanding of their own feelings, likes and dislikes; will understand that feelings and actions are two different things; and will understand that choices have consequences.
- Most children will show respect for the likes/dislikes of others, and understand that people might experience feelings differently; will understand what it means



to have choice over their actions, in spite of their feelings; and will be able to describe some simple strategies for managing feelings and maintaining good behaviour, including a basic understanding of the concept of forgiveness.

**Vocabulary:**

- Trust, Difference, Likes, Dislikes, Feelings, Respect

**Knowledge:**

- That it is natural for us to relate to and trust one another
- That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)
- Describe our feelings

## Keeping Safe

### Skills:

- All children will understand that there are good secrets and bad secrets; that medicines are drugs, but not all drugs are good for us; understand what is and isn't an emergency; and will have a sense about what is and isn't a medical emergency, and how to call 999 for help.

### Vocabulary:

- Safe, Unsafe, Secrets, Trusted Grown-Up, Harmful

### Knowledge:

- That there are some safe and unsafe situations, including online
- The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them
- How to resist pressure when feeling unsafe
- 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
- That medicines are drugs, but not all drugs are good for us
- That alcohol and tobacco are harmful substances
- That our bodies are created by God, so we should take care

## Year 2

### Religious Understanding

#### **Skills:**

- All children will know that they are created and loved by God and that this means they are uniquely created individuals who Jesus wants to be friends with.
- Most children will demonstrate an understanding of personal faith and articulate how this makes them feel

#### **Vocabulary:**

- God, Created, Individually, Happiness, Love, Body, Mind, Spirit, Friendships, Expectations

#### **Knowledge:**

- We are created individually by God
- 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

## Me, My Body, My Health

### Skills:

- Children will be able to articulate what makes themselves and others unique in terms of their individual gifts, talents and skills as well as their physicality; and will be able to confidently reflect on aspects of their own lifestyle that are healthy/could be healthier.

### Vocabulary:

Individual, Gifts, Talents, Skills, Bodies, Healthy, Lifestyle, Physical, Dental, Hygiene

### Knowledge:

- That we are unique
- Our bodies are good and we need to look after them
- What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating
- The importance of sleep, rest and recreation for our health
- How to maintain personal hygiene

## Emotional Well-being

### Skills:

- Children will demonstrate high emotional awareness through confident discussion of feelings, likes, dislikes and the needs of themselves and others; will demonstrate a nuanced understanding of the range of intensity with which feelings can be experienced and share personal examples of times when they have chosen to act differently to how they felt; will demonstrate empathy when discussing the feelings/actions of others and have a deeper level of understanding about how we can forgive others because God forgives us.

### Vocabulary:

- Trust, Difference, Likes, Dislikes, Feelings, Respect, Behaviour, Consequences, Forgiveness

**Knowledge:**

- Feelings and actions are two different things, and that our good actions can 'form' our feelings and our character
- Simple strategies for managing feelings and for good behaviour
- That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do
- That Jesus died on the cross so that we would be forgiven

## Life Cycles

**Skills:**

- All children will understand that there are different stages of life and what these are.
- Most children will understand that these life stages from birth to death are part of God's plan for us, and be able to describe what different life stages are like.
- Some children will be able to confidently reflect back on their own journey of growth and look forward to future changes

**Vocabulary:**

- Birth, Baby, Child, Teenager, Adult, Old Age

**Knowledge:**

- Natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult

## Keeping Safe

### Skills:

- All children will understand that there are good secrets and bad secrets; that medicines are drugs, but not all drugs are good for us; understand what is and isn't an emergency; and will have a sense about what is and isn't a medical emergency, and how to call 999 for help.
- Most children will be able to describe and give examples of good/bad secrets, and understand that they should be open and honest with 'special people' if anything troubles them; will understand that alcohol and tobacco are harmful substances that are illegal for children to access; will understand that in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade; and will understand that First Aid can be used in many situations where an ambulance is not required, and demonstrate understanding of basic First Aid

### Vocabulary:

- Safe, Unsafe, Secrets, Trusted Grown-Up, Harmful, Substance, Emergency

### Knowledge:

- That there are some safe and unsafe situations, including online
- The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them
- How to resist pressure when feeling unsafe
- 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
- That medicines are drugs, but not all drugs are good for us
- That alcohol and tobacco are harmful substances
- That our bodies are created by God, so we should take care of them and be careful about what we consume
- About what is and isn't an emergency
- That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade

## Year 3

### Religious Understanding

#### Skills:

- All children will understand that they are created by God who loves them; and will have a basic understanding of the Sacraments of Baptism and Reconciliation, and how they make the invisible visible.
- Most children will understand that God designed them with a purpose: to be loved, to love and to make a difference; and will understand the importance of saying sorry and seeking forgiveness in relationships with others and God.

#### Vocabulary:

- Sacraments, Baptism, Reconciliation, Personal, Communal, Virtue, Receive

#### Knowledge:

- 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
- Personal and communal prayer and worship are necessary ways of growing in our relationship with God
- In Baptism God makes us His adopted children and 'receivers' of His love
- By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)

## Me, My Body, My Health

### Skills:

- All children will understand that our similarities and differences should be celebrated; and will understand some basic ways of taking care of their bodies.
- Most children will understand that we should find our self-confidence in God, who loves us and calls us His children; and will understand that our bodies are a gift from God and how to respect them in various ways through what we wear, eat and do.

### Vocabulary:

Similarities, Differences, Choices, Teamwork, Community

### Knowledge:

- Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community

## Emotional Well-being

### Skills:

- All children will learn that we each experience a range of feelings, but these are not always good guides for action; will understand what is meant by 'the media'; and will learn that some behaviour is wrong, unacceptable, unhealthy and/or risky.
- Most children will understand the concept of 'emotional well-being' and how we can take positive actions to enhance this; will understand that images in the media do not always reflect reality and can affect how people feel about themselves; and will understand that feelings are not always good guides for action, and that resilience helps us to consider our feelings within a wider context in order to make good choices and choose thankfulness.



**Vocabulary:**

Consider, Feelings, Actions, Acceptable, Unacceptable, Thankfulness, Resilience

**Knowledge:**

- To understand the range and intensity of their feelings more deeply; that 'feelings' alone are not good guides for action
- That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act
- What emotional well-being means and that positive actions help emotional well-being
- That talking to trusted people helps emotional well-being

## Personal Relationships

**Skills:**

- All children will learn that there are different types of relationships, including family, friends and others; and will develop a greater awareness of bullying (physical and emotional), and understand that all bullying is wrong.
- Most children will be able to describe some qualities of friendship and strategies to use when relationships go wrong; and will understand the meaning of 'pressure' and 'resilience', and the importance of seeking support from trusted adults

**Vocabulary:**

- Bullying, Physical, Emotional, Qualities, Friendship, Pressure, Support

**Knowledge:**

- Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong
- That there are different types of relationships including those between acquaintances, friends, family and relatives
- That good friendship is when both persons enjoy each other's company and also want what is truly best for the other
- The difference between a group of friends and a 'clique'

## Keeping Safe

### Skills:

- All children will learn about the effects that a range of substances including drugs, alcohol and tobacco can have on the body; and that in emergency situations they should remain calm and call 999.
- Most children will demonstrate some prior knowledge around this topic and be able to identify and record facts throughout the session; and with prompting, demonstrate understanding of how First Aid knowledge can be applied in real-life situations.

### Vocabulary:

- Trusted Grown-Up, Harmful, Substance, Emergency, Effects, Drugs, Alcohol, Tobacco, Appropriate, Inappropriate, Technology

### Knowledge:

- That their increasing independence brings increased responsibility to keep themselves and others safe
- How to use technology safely
- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others
- How to report and get help if they encounter inappropriate materials or messages
- That bad language and bad behaviour are inappropriate
- To judge well what kind of physical contact is acceptable or unacceptable and how to respond

## Religious Understanding

### Skills:

- All children will understand that God designed them with a purpose: to be loved, to love and to make a difference; and will understand the importance of saying sorry and seeking forgiveness in relationships with others and God.
- Most children will demonstrate a more nuanced understanding of the Gospel and a clear sense of their personal journey of faith; and of their God-given purpose and how the sacraments can help them to develop healthy relationships with others.

### Vocabulary:

- Sacraments, Baptism, Reconciliation, Personal, Communal, Virtue, Receive, Examination, Conscience, Specific, Purpose, Relationship

### Knowledge:

- God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose
- It is important to make a nightly examination of conscience
- Receiving the Sacraments helps them to develop healthy relationships with others

## Me, My Body, My Health

### Skills:

- All children will understand that we should find our self-confidence in God, who loves us and calls us His children; and will understand that our bodies are a gift from God and how to respect them in various ways through what we wear, eat and do.
- Most children will demonstrate a more nuanced understanding of why being different can feel difficult, and show resilience when considering how reasons for confidence might be changeable; will demonstrate a more nuanced understanding of how we should respect our bodies as temples of the Holy Spirit and show prior knowledge of ways in which we can look after ourselves.

### Vocabulary:

- Similarities, Differences, Choices, Teamwork, Community, Self-confidence, Status

### Knowledge:

- Self-confidence arises from being loved by God (not status, etc)
- They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do

## Emotional Well-being

### Skills:

- All children will understand the concept of 'emotional well-being' and how we can take positive actions to enhance this; will understand that images in the media do not always reflect reality and can affect how people feel about themselves; and will understand that feelings are not always good guides for action, and that resilience helps us to consider our feelings within a wider context in order to make good choices and choose thankfulness.
- Most children will demonstrate a clearer understanding that feelings are neither good nor bad, but information about what we are experiencing that helps us consider how to act; will demonstrate a deeper emotional awareness of the impact the media/social media can have on thoughts, feelings and choices, and how knowing we are made and loved by God can help us withstand this pressure; and will demonstrate deeper emotional understanding when discussing the feelings of

### Vocabulary:

- Consider, Feelings, Actions, Acceptable, Unacceptable, Thankfulness, Resilience

### Knowledge:

- That images in the media do not always reflect reality and can affect how people feel about themselves
- That some behaviour is wrong, unacceptable, unhealthy and risky
- That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media

## Personal Relationships

### Skills:

- All children will be able to describe some qualities of friendship and strategies to use when relationships go wrong; and will understand the meaning of 'pressure' and 'resilience', and the importance of seeking support from trusted adults.
- Most children will demonstrate a more nuanced understanding of relationships, including the complexity of feelings involved when relationships are difficult; and will demonstrate emotional maturity and empathy in discussion/roleplay activities and confidently give examples of how to resist pressure by practising resilience.

### Vocabulary:

- Bullying, Physical, Emotional, Qualities, Friendship, Pressure, Support, Cyber-bullying, Harassment, Abuse

### Knowledge:

- That good friendship is when both persons enjoy each other's company and also want what is truly best for the other
- The difference between a group of friends and a 'clique'
- To increase their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying
- About harassment in relationships, including physical and emotional abuse and how to respond

## Keeping Safe

### Skills:

- All children will demonstrate some prior knowledge around this topic and be able to identify and record facts throughout the session; and with prompting, demonstrate understanding of how First Aid knowledge can be applied in real-life situations.
- Most children will demonstrate a personal understanding and belief that because our bodies are created by God, we should take care of them and be careful about what we consume; will demonstrate confident independent thinking and greater awareness of the emotional impact of emergency situations; and finally, some children will demonstrate confident independent thinking.

### Vocabulary:

- Trusted Grown-Up, Harmful, Substance, Emergency, Effects, Drugs, Alcohol, Tobacco, Appropriate, Inappropriate, Technology

### Knowledge:

- That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest
- That our bodies are created by God, so we should take care of them and be careful about what we consume

## Religious Understanding

### Skills:

- All children will learn that we were created individually by God who cares for us.
- Most children will understand that God wants us to put our faith in Him, which means putting our confidence and hope in Him even though we can't see Him.

### Vocabulary:

- Puberty, God's Great Plan, Participate, Natural, Phase, Individuality

### Knowledge:

- We were created individually by God who cares for us and wants us to put our faith in Him
- Physically becoming an adult is a natural phase of life
- Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!

## Me, My Body, My Health

### Skills:

- All children will understand that we are all unique, with different family set-ups, gifts and talents; will know that the body changes which occur during puberty are necessary for a girl to become an adult woman; will know that the body changes which occur during puberty are necessary for a boy to become an adult man; and will know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health.
- Most children will demonstrate some emotional intelligence when considering the 'Paradise Street' film, and begin to infer and articulate the feelings of the characters involved; will understand and be able to recall some of the changes which girls experience during puberty; will understand and be able to recall some of the changes which boys experience during puberty; and will be able to discern whether certain choices will have a good or bad impact on our health.



**Vocabulary:**

- Puberty, Necessary, Development, Adulthood

**Knowledge:**

- How similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community
- How there are many different types of family set up
- How self-confidence arises from being loved by God (not status, etc)
- How human beings are different to other animals
- The unique growth and development of humans, and the changes that girls and boys will experience during puberty
- The need to respect their bodies as a gift from God

**Emotional Well-being****Skills:**

- All children will understand that images in the media do not always reflect reality; will understand that some behaviour is wrong, unacceptable, unhealthy or risky; and will understand that emotions change as they grow up.
- Most children will understand that the pressures we face, e.g. from the media, can affect how people feel about themselves; will understand how thoughts, feelings and actions relate to one another and that feelings are not good guides for action; and will be able to describe a variety of techniques to help them manage their thoughts, feelings and actions.

**Vocabulary:**

- Resilience, Emotional, Inadequacy, Media, Influential, Hormones, Well-being

**Knowledge:**

- That images in the media do not always reflect reality and can affect how people feel about themselves
- That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media
- A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action • That some behaviour is wrong, unacceptable, unhealthy or risky
- That emotions change as they grow up (including hormonal effects)

- That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being
- That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.

## Life Cycles

### Skills:

- All children will know that a baby grows and develops in its mother's womb; and will understand that girls start having periods during puberty.
- Most children will be able to describe how a baby grows and develops in the womb, and demonstrate some wonder and curiosity about this; and will understand some facts about periods and the menstrual cycle, including period hygiene.

### Vocabulary:

- Developmental, Womb, Period, Menstrual Cycle, Hygiene

### Knowledge:

- How a baby grows and develops in its mother's womb
- That pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us.

## Personal Relationships

### Skills:

- All children will learn that pressure comes in different forms, and what some of those different forms are; will gain a basic understanding of consent and bodily autonomy; and will understand that how we think can affect our feelings and in turn our actions, and that we call this 'self-talk'.
- Most children will be able to describe some strategies they can adopt to resist pressure; will be able to discern situations in which it would be appropriate and right to say 'no'; and will understand how positive self-talk can impact our feelings, actions and relationships for the better.

**Vocabulary:**

- Consent, Autonomy, Strategy, Dignity, Realistic

**Knowledge:**

- That pressure comes in different forms, and what some of those different forms are
- That there are strategies that they can adopt to resist pressure
- What consent and bodily autonomy means

## Keeping Safe

**Skills:**

- Know that if they feel unsafe, they can and should seek out a trusted adult for help and support; will learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body; will understand that as they get older they may come under pressure when it comes to drugs, alcohol and tobacco; and will understand that, amongst other things, the job of a First Aider is to keep themselves and the casualty safe
- Understand that some physical contact is appropriate and some is inappropriate, and be able to describe some examples of these; will understand the impact that these substances can have on people's lifestyles, and how we can all make better choices to benefit our health and well-being; will be able to come up with 'for' and 'against' arguments for giving into pressure

**Vocabulary:**

- Independence, Responsibility, Cyber-bullying, Victim, Support

**Knowledge:**

- That their increasing independence brings increased responsibility to keep themselves and others safe
- How to use technology safely
- That just as what we eat can make us healthy or make us ill, so can what we watch, hear, say or do
- How to report and get help if they encounter inappropriate materials or messages
- What the term cyberbullying means and examples of it
- What cyberbullying feels like for the victim
- How to get help if they experience cyberbullying
- What kind of physical contact is acceptable or unacceptable and how to respond
- That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests

## Year 6

### Religious Understanding

#### Skills:

- All children will learn that we were created individually by God who cares for us.
- Most children will understand that God wants us to put our faith in Him, which means putting our confidence and hope in Him even though we can't see Him.
- Some children will demonstrate a more nuanced understanding of how having faith in Jesus can help them through the changes and 'storms' of life

#### Vocabulary:

- Puberty, God's Great Plan, Participate, Natural, Phase, Individuality

#### Knowledge:

- We were created individually by God who cares for us and wants us to put our faith in Him
- Physically becoming an adult is a natural phase of life
- Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!

## Me, My Body, My Health

### Skills:

- All children will understand that we are all unique, with different family set-ups, gifts and talents; will know that the body changes which occur during puberty are necessary for a girl to become an adult woman; will know that the body changes which occur during puberty are necessary for a boy to become an adult man; and will know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health.
- Most children will demonstrate some emotional intelligence when considering the 'Paradise Street' film, and begin to infer and articulate the feelings of the characters involved; will understand and be able to recall some of the changes which girls experience during puberty; will understand and be able to recall some of the changes which boys experience during puberty; and will be able to discern whether certain choices will have a good or bad impact on our health.
- Some children will demonstrate a personal understanding of how our value and self-confidence can arise from knowing that we are loved by God and called His children; will demonstrate prior knowledge about changes girls experience during puberty, and readily articulate respectful boundaries, e.g. privates are private; demonstrate prior knowledge about changes boys experience during puberty, and readily articulate respectful boundaries, e.g. privates are private; and will demonstrate empathy in relation to the characters in the film, and be able to articulate how choices regarding health also impact on our feeling and well-being.

### Vocabulary:

- Puberty, Necessary, Development, Adulthood, Empathy, Boundaries

### Knowledge:

- How similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community
- How there are many different types of family set up
- How self-confidence arises from being loved by God (not status, etc)
- How human beings are different to other animals
- The unique growth and development of humans, and the changes that girls and boys will experience during puberty
- The need to respect their bodies as a gift from God

## Emotional Well-being

### Skills:

- All children will understand that images in the media do not always reflect reality; will understand that some behaviour is wrong, unacceptable, unhealthy or risky; and will understand that emotions change as they grow up.
- Most children will understand that the pressures we face, e.g. from the media, can affect how people feel about themselves; will understand how thoughts, feelings and actions relate to one another and that feelings are not good guides for action; and will be able to describe a variety of techniques to help them manage their thoughts, feelings and actions.
- Some children will understand the link between practising thankfulness and building resilience against pressure, and demonstrate prior experience of employing this practice themselves; will demonstrate deeper understanding of the range and intensity of their own feelings and the feelings of others, and be curious as to the causes of these; and will clearly understand the importance of openness with trusted adults when feeling worried and that beauty and art can contribute to our sense of emotional well-being.

### Vocabulary:

- Resilience, Emotional, Inadequacy, Media, Influential, Hormones, Well-being

### Knowledge:

- That images in the media do not always reflect reality and can affect how people feel about themselves
- That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media
- A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action • That some behaviour is wrong, unacceptable, unhealthy or risky
- That emotions change as they grow up (including hormonal effects)
- That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being
- That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.

## Life Cycles

### Skills:

- All children will know that a baby grows and develops in its mother's womb; and will understand that girls start having periods during puberty.
- Most children will be able to describe how a baby grows and develops in the womb, and demonstrate some wonder and curiosity about this; and will understand some facts about periods and the menstrual cycle, including period hygiene.
- Some children will, with gratitude and a sense of the profound, understand that pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us; and will demonstrate understanding of the role of menstruation in the fertility cycle, and that fertility is involved in the start of life.

### Vocabulary:

- Developmental, Womb, Period, Menstrual Cycle, Hygiene

### Knowledge:

- How a baby grows and develops in its mother's womb
- That pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us.
- About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life
- Some practical ways to manage the onset of menstruation

## Personal Relationships

### Skills:

- All children will learn that pressure comes in different forms, and what some of those different forms are; will gain a basic understanding of consent and bodily autonomy; and will understand that how we think can affect our feelings and in turn our actions, and that we call this 'self-talk'.
- Most children will be able to describe some strategies they can adopt to resist pressure; will be able to discern situations in which it would be appropriate and right to say 'no'; and will understand how positive self-talk can impact our feelings, actions and relationships for the better.



- Some children will demonstrate a more nuanced and applied understanding of different pressure scenarios, including the feelings of the pressured child in the context of thoughts, feelings and actions; will demonstrate a deeper understanding and will to uphold consent as related to respecting the dignity of our precious God-given bodies; and will demonstrate a deeper understanding of both positive and negative self-talk, and how it helps us to balance our expectations so that we feel confident to try new things at the same time as assessing the consequences realistically.

**Vocabulary:**

- Consent, Autonomy, Strategy, Dignity, Realistic

**Knowledge:**

- That pressure comes in different forms, and what some of those different forms are
- That there are strategies that they can adopt to resist pressure
- What consent and bodily autonomy means
- About different scenarios in which it is right to say 'no'
- How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships

## Keeping Safe

**Skills:**

- Know that if they feel unsafe, they can and should seek out a trusted adult for help and support; will learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body; will understand that as they get older they may come under pressure when it comes to drugs, alcohol and tobacco; and will understand that, amongst other things, the job of a First Aider is to keep themselves and the casualty safe
- Understand that some physical contact is appropriate and some is inappropriate, and be able to describe some examples of these; will understand the impact that these substances can have on people's lifestyles, and how we can all make better choices to benefit our health and well-being; will be able to come up with 'for' and 'against' arguments for giving into pressure
- Some children will demonstrate greater empathy throughout the activities and a deeper understanding that because God made us to love and be loved, we should respect one another's bodily privacy and autonomy; will understand that our bodies are created by God, and we can honour Him by taking care of them and being careful about what we consume

**Vocabulary:**

- Independence, Responsibility, Cyber-bullying, Victim, Support, Honour, Privacy

**Knowledge:**

- That their increasing independence brings increased responsibility to keep themselves and others safe
- How to use technology safely
- That just as what we eat can make us healthy or make us ill, so can what we watch, hear, say or do
- How to report and get help if they encounter inappropriate materials or messages
- What the term cyberbullying means and examples of it
- What cyberbullying feels like for the victim
- How to get help if they experience cyberbullying
- What kind of physical contact is acceptable or unacceptable and how to respond
- That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests
- About how they may come under pressure when it comes to drugs, alcohol and tobacco
- That they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies