



Nottingham Roman Catholic
Diocesan Education Service

Primary Curriculum Framework Relationships Education, Relationships and Sex Education and Health Education

May 2020

Introduction

This primary framework document has been produced for schools in the Diocese of Nottingham. It is offered as a resource which schools may choose to adopt or adapt as they see fit. It has been designed using the Catholic Education Service 'Model Curriculum' and is fully compliant with the September 2020 requirements from the Department for Education.

It is presented in two parts. Part 1 maps out the entire primary curriculum through the different phases: EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Part 2 then provides details of how the objectives can be taught using a range of schemes including the primary Religious Education programme *Come and See*.

The Diocese of Nottingham does not endorse any particular scheme however, schools **must** ensure that – at all times, any resources used are in keeping with the teachings of the Catholic Church. For guidance and further support, please contact David Quinn (Primary RE Adviser) – david.quinn@nottingham-des.org.uk.

Structure of the Primary Curriculum Framework

This Primary Curriculum Framework covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils.

The three themes are:

Created and loved by God *(this explores the individual)*

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Created to love others *(this explores an individual's relationships with others)*

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

Created to live in community – local, national & global *(this explores the individual's relationships with the wider world)*

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

Theme I: Created and Loved by God *(this explores the individual)*

EYFS and Key Stage 1

EDUCATION IN VIRTUE

In a Catholic school, pupils are growing to be:

- Respectful of their own bodies and character
- Appreciative for blessings
- Grateful to others and to God
- Patient when they do not always get what they want

In order to achieve these, pupils should be taught:

RELIGIOUS UNDERSTANDING OF THE HUMAN PERSON: LOVING MYSELF

- We are made by God and are special
- We are all God's children
- Ways of expressing gratitude to God
- About the sacrament of Baptism

ME, MY BODY AND MY HEALTH

Me

- We are all unique individuals
- We all have individual gifts, talents and abilities

My body

- The names of the external parts of the body
- The similarities and differences between girls and boys

My Health

- How to maintain personal hygiene
- What constitutes a healthy life-style, including:

EMOTIONAL WELL-BEING AND ATTITUDES

Emotional well-being

- That we all have different likes and dislikes
- A language to describe feelings

Attitudes

- A basic understanding that feelings and actions are two different things
- Simple strategies for managing feelings and behaviour
- That choices have consequences

LIFE CYCLES AND FERTILITY

Life cycles

- That there are life stages from birth to death

Theme I: Created and Loved by God *(this explores the individual)*

Key Stage 2

EDUCATION IN VIRTUE

In a Catholic school, pupils are growing to be:

- Respectful of their own bodies, character and giftedness
- Appreciative for blessings
- Grateful to others and to God
- Self-disciplined and able to delay or forego gratification for the sake of greater goods
- Discerning in their decision making
- Determined and resilient in the face of difficulty
- Courageous in the face of new situations and in facing their fear

In order to achieve these, pupils should be taught:

RELIGIOUS UNDERSTANDING OF THE HUMAN PERSON: LOVING MYSELF

- We are special people made in the image and likeness of God
- We are children of God with an innate dignity
- God has created us for a purpose (vocation)
- Life is precious and their body is God's gift to them
- Prayer and worship are ways of nourishing their relationship with God
- Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

ME, MY BODY AND MY HEALTH

Me

- Everyone expresses their uniqueness in different ways and that being different is not always easy
- Strategies to develop self-confidence and self-esteem
- Each person has a purpose in the world
- That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)

My body

- Their body will change and develop as they grow
- About the growth and development of humans and the changes experienced during puberty
- The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)

My Health

- How to make informed choices that have an impact on their health

EMOTIONAL WELL-BEING AND ATTITUDES

Emotional well-being

- That we all have different likes and dislikes
- A language to describe feelings

Attitudes

- A basic understanding that feelings and actions are two different things
- Simple strategies for managing feelings and behaviour
- That choices have consequences

LIFE CYCLES AND FERTILITY

Life cycles

- How a baby grows and develops in its mother's womb
- To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)

Fertility

- The nature and role of menstruation in the fertility cycle
- How human life is conceived in the womb, including the language of sperm and ovary.

Theme 2: Created to love others (*this explores an individual's relationships with others*)

EYFS and Key Stage 1

EDUCATION IN VIRTUE

In a Catholic school, pupils are growing to be:

- Friendly, able to make and keep friends
- Caring, attentive to the needs of others and generous in their responses
- Respectful of others, their uniqueness, their wants and their needs
- Forgiving, able to say sorry and not hold grudges against those who have hurt them
- Courteous, learning to say, "please" and "thank you"
- Honest, able to tell the difference between truth and lies

In order to achieve these, pupils should be taught:

RELIGIOUS UNDERSTANDING OF HUMAN RELATIONSHIPS: LOVING OTHERS

- We are part of God's family
- All families are important
- That saying sorry is important and can help mend broken friendships
- Jesus cared for others
- That we should love other people in the same way Jesus loves us

PERSONAL RELATIONSHIPS

- The characteristics of positive and negative relationships
- To identify special people (e.g. family, carers, friends) and what makes them special
- There are different family structures and these should be respected
- Families should be a place of love, security and stability.
- The importance of spending time with your family
- How their behaviour affects other people and that there are appropriate and inappropriate behaviours
- To recognise when people are being unkind to them and others and how to respond
- Different types of teasing and bullying which are wrong and unacceptable

KEEPING SAFE AND PEOPLE WHO CAN HELP ME

Keeping safe

- To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online
- To use simple rules for resisting pressure when they feel unsafe or uncomfortable
- The difference between good and bad secrets
- Identifying and correctly name their 'private parts' (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation
- Importance of seeking and giving permission in relationships.

People who can help me

- Who to go to if they are worried or need help
- That there are a number of different people and organisations they can go to for help in different situations

Theme 2: Created to love others (*this explores an individual's relationships with others*)

Key Stage 2

EDUCATION IN VIRTUE

In a Catholic school, pupils are growing to be:

- Loyal, able to develop and sustain friendships
- Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble
- Respectful, able to identify other people's personal space and respect the ways in which they are different
- Forgiving, developing the skills to allow reconciliation in relationships
- Courteous in their dealings with friends and strangers
- Honest, committed to living truthfully and with integrity

In order to achieve these, pupils should be taught:

RELIGIOUS UNDERSTANDING OF HUMAN RELATIONSHIPS: LOVING OTHERS

- Christians belong to the Church family which includes the school, parish and diocese
- Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation
- The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness
- The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment

PERSONAL RELATIONSHIPS

- How to maintain positive relationships and strategies to use when relationships go wrong
- There are different types of relationships including those between acquaintances, friends, relatives and family
- Marriage represents a formal and legally recognised commitment
- For the Church, marriage has a special significance as one of the sacraments
- The characteristics of a healthy family life.
- How to make informed choices in relationships and that choices have positive, neutral and negative consequences

- An awareness of bullying (including cyber-bullying) and how to respond
- About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond
- To recognise and manage risk, to develop resilience and learn how to cope with 'dares' and other ways in which people can be pressurised
- About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes

KEEPING SAFE AND PEOPLE WHO CAN HELP ME

Keeping safe

- To recognise their increasing independence brings increased responsibility to keep themselves and others safe
- How to use technology safely
- That not all images, language and behaviour are appropriate
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- Importance of seeking and giving permission in relationships

People who can help me

- That there are a number of different people and organisations they can go to for help in different situations and how to contact them
- How to report and get help if they encounter inappropriate materials or messages
- To keep asking for help until they are heard

Theme 3: Created to live in community - local, national & global

(this explores the individual's relationships with the wider world)

EYFS and Key Stage 1

EDUCATION IN VIRTUE

In a Catholic school, pupils are growing to be:

- Just and fair in their treatment of other people, locally, nationally and globally
- People who serve others, locally, nationally and globally
- Active in their commitment to bring about change

In order to achieve these, pupils should be taught:

RELIGIOUS UNDERSTANDING OF THE IMPORTANCE OF HUMAN COMMUNITIES

- That God is Father, Son and Holy Spirit
- Some scripture illustrating the importance of living in community
- Jesus' teaching on who is my neighbour

LIVING IN THE WIDER WORLD

- That they belong to various communities such as home, school, parish, the wider local community and the global community
- That their behaviour has an impact on the communities to which they belong
- That people and other living things have needs and that they have responsibilities to meet them;
- About what harms and improves the world in which they live
- How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands

Theme 3: Created to live in community - local, national & global

(this explores the individual's relationships with the wider world)

Key Stage 2

EDUCATION IN VIRTUE

In a Catholic school, pupils are growing to be:

- Just, understanding the impact of their actions locally, nationally and globally
- Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally
- Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally

In order to achieve these, pupils should be taught:

RELIGIOUS UNDERSTANDING OF THE IMPORTANCE OF HUMAN COMMUNITIES

- God is Trinity – a communion of persons
- The key principles of Catholic Social Teaching
- The Church is the Body of Christ

LIVING IN THE WIDER WORLD

- That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)
- That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers
- That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread
- About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another

THE FOLLOWING OUTLINES EXPECTED COVERAGE BY THE END OF PRIMARY SCHOOL (DfE)

Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

**Each statement has been assigned a code [RE1, RE2, RE3 etc.] so that they can be easily cross referenced and evidenced.*

By the end of primary school:

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability [RE1]
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives [RE2]
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care [RE3]
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up [RE4]
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong [RE5]
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. [RE6]

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends [RE7]
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties [RE8]
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded [RE9]
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right [RE10]
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed [RE11]

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs [RE12]
- practical steps they can take in a range of different contexts to improve or support respectful relationships [RE13]
- the conventions of courtesy and manners [RE14]
- the importance of self-respect and how this links to their own happiness [RE15]
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority [RE16]
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help [RE17]
- what a stereotype is, and how stereotypes can be unfair, negative or destructive [RE18]
- the importance of permission-seeking and giving in relationships with friends, peers and adults [RE19]

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not [RE20]
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous [RE21]
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them [RE22]
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met [RE23]
- how information and data is shared and used online [RE24]

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) [RE25]
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe [RE26]
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact [RE27]
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know [RE28]
- how to recognise and report feelings of being unsafe or feeling bad about any adult [RE29]
- how to ask for advice or help for themselves or others, and to keep trying until they are heard [RE30]
- how to report concerns or abuse, and the vocabulary and confidence needed to do so [RE31]
- where to get advice e.g. family, school and/or other sources [RE32]

Health Education (Primary)

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

**Each statement has been assigned a code [HE1, HE2, HE3 etc.] so that they can be easily cross referenced and evidenced.*

By the end of primary school:

Mental wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health [HE1]
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations [HE2]
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings [HE3]
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate [HE4]
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness [HE5]
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests [HE6]
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support [HE7]
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing [HE8]
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) [HE9]
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough [HE10]

Internet safety and harms

Pupils should know

- that for most people the internet is an integral part of life and has many benefits [HE11]
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing [HE12]
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private [HE13]
- why social media, some computer games and online gaming, for example, are age restricted [HE14]
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health [HE15]
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted [HE16]
- where and how to report concerns and get support with issues online [HE17]

Physical health and fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle [HE18]
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise [HE19]
- the risks associated with an inactive lifestyle (including obesity) [HE20]
- how and when to seek support including which adults to speak to in school if they are worried about their health [HE21]

Healthy eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content) [HE22]
- the principles of planning and preparing a range of healthy meals [HE23]
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) [HE24]

Drugs, tobacco and alcohol

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking [HE25]

Health and prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body [HE26]
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer [HE27]
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn [HE28]
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist [HE29]
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing [HE30]
- the facts and science relating to allergies, immunisation and vaccination [HE31]

Basic first aid

Pupils should know

- how to make a clear and efficient call to emergency services if necessary [HE32]
- concepts of basic first-aid, for example dealing with common injuries, including head injuries [HE33]

Changing adolescent body

Pupils should know

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes [HE34]
- about menstrual wellbeing including the key facts about the menstrual cycle [HE35]

Part I

Progression within Relationships Education, Relationships and Sex Education and Health Education

Early Years to Key Stage 2

The following grids incorporate both the guidelines from the Catholic Education Service (Autumn 2019) and the statutory requirements from the DfE regarding Health Education (HE) and Relationships Education (RE) (September 2020)

***From September 2020, the Health Education (HE) and Relationships Education (RE) aspects of PSHE education will be compulsory in all schools. The following grids have been annotated with the respective code to further evidence coverage of each of these areas.**

	EYFS	KS1	LKS2	UKS2
Theme 1: Created and Loved by God	That I am made by God	That I am special because I am made and loved by God	That life is precious and given by God	That we are all children of God and made in God's image and likeness
	What I am good at	That I have individual gifts, talents and abilities, given by God	That God wants me to use my individual gifts, talents and abilities	That each person has a purpose in the world and that God has created me for a particular purpose which involves commitment and self-giving (vocation)
	Talk about the good things in my life [RE1, RE14]	Give thanks for the good things in my life [RE1, RE14]	Be grateful to others for the good things in my life [RE1, RE14]	Demonstrate my gratitude to others for the good things in my life through words and actions [RE1, RE14]
	That I am living and growing	That babies change and grow and that there are life stages from conception to death	That my body is changing as I grow and some of the changes that occur throughout life [HE34]	The changes that occur at each stage of a human being's life (including childhood, adolescence, adulthood, old age) and specifically the changes which occur during puberty [HE34]
	That a baby grows inside its mother's womb before birth	That a baby moves as it grows in its mother's womb	How a baby grows and develops in its mother's womb	About the week by week development of the baby in its mother's womb
	Be patient when I do not always get what I want straight away [RE13]	Accept that I do not always get what I want	Accept that I do not always get what I want and show an awareness of why this is [RE13]	Be self-disciplined and able to delay or even deny myself [RE13]
	Identify living things	Identify the needs of people and other living things	Describe the needs of people and other living things, including the need to reproduce	How human life is conceived in the womb, including the language of sperm and ova and about the nature and role of menstruation in the fertility cycle [HE35]

	EYFS	KS1	LKS2	UKS2
	Name similarities and differences between myself and others	Describe the similarities and differences between different people (general)	Describe the similarities and differences between girls and boys (specific) and correctly name the main external parts of the male and female body and their functions [RE27]	About the differences between boys and girls with regard to puberty and reproduction [RE27, HE34]
	Keep clean by washing and drying my hands [HE24, HE25]	Say what I should do to keep my body healthy, (exercise, food, teeth, sleep, keeping clean) [HE19, HE22, HE24]	Describe a healthy life-style, including physical activity, dental health, healthy eating, sleep and hygiene [HE19, HE20, HE22, HE23, HE24, HE25]	About the impact that poor lifestyle choices can have on my health including physical activity, dental health, healthy eating, sleep, hygiene, drugs and alcohol. The facts and science relating immunisation and vaccination [HE19, HE20, HE22, HE23, HE24, HE25]
	What I like and dislike [RE19]	That we all have different likes and dislikes [RE9, RE19]	Confidently say what I like and dislike [RE9, RE19]	Be confident in my relationships with my peers in various situations, including online [RE9, RE19]
	Say how I feel at different times [HE3]	Name happy and sad times in my life [HE3]	Describe the wider range of my feelings [HE3]	Describe how my emotions may change and intensify as I grow and move through puberty [HE3, H34]
				It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. [HE10]
				How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body [HE26]

	EYFS	KSI	LKS2	UKS2
			Describe changes that happen in life e.g. loss, separation, divorce and bereavement [RE4, RE6]	Describe some of the varied emotions that accompany the changes that happen in life, e.g. loss, separation, divorce and bereavement [RE4, RE6, HE34]
		Talk about my mood and know that how I am feeling is a normal part of daily life [HE1, HE2]	Describe some ways to maintain good mental health (exercise, diet, sleep, company) [HE1, HE2, HE5, HE6, HE22, HE23, HE18, HE19, HE20, HE28]	Describe the impact that poor lifestyle choices can have on mental health and how exercise, fresh air, company (Including helping others), hobbies, good diet and sleep can support mental well-being. [HE1, HE2, HE5, HE6, HE22, HE23, HE18, HE19, HE20, HE28]

Theme 2: Created to Love Others

	EYFS	KSI	LKS2	UKS2
	Say 'please' and 'thank you' [RE14, RE28]	Be courteous, for example, remembering to say, 'please' and 'thank you' without prompting [RE14, RE25, RE28]	Be courteous, showing good manners at home and in school [RE14, RE25, RE28]	Be courteous in my dealings with friends and strangers [RE14, RE23, RE25, RE28]
	Say 'sorry' [RE2, RE8, RE10]	Be forgiving, able to say sorry to mend relationships [RE2, RE8, RE10, RE13]	Be forgiving, able to say sorry and not hold grudges against those who have hurt me [RE2, RE8, RE10, RE13]	Be forgiving, developing the skills to allow reconciliation in relationships [RE2, RE8, RE10, RE13]
	Show care for others [RE8, RE30]	Be caring, aware of the needs of others [RE8, RE30]	Be caring, aware of the needs of others and responding to those needs [RE8, RE30, HE32]	Be compassionate, able to empathise with the suffering of others and displaying the generosity to help [RE8, RE30, HE32]
	Who can help me in school [RE13, RE29, RE30, RE32 HE9, HE18, HE21]	Who to go to if I am worried or need help [RE13, RE17, RE29, RE30, RE31, RE32, HE7, HE9, HE18, HE21]	That I can go to a number of different people for help in different situations [RE13, RE17, RE29, RE30, RE3, RE32, HE7, HE9, HE18, HE21]	That there are a number of different people and organisations I can go to for help in different situations and how to contact them [RE13, RE17, RE29, RE30, RE31, RE32, HE7, HE9, HE18, HE21]
	That I belong to a family and can name my family members [RE3, RE12]	That healthy families love, care and protect one another and that there are different family structures and these should be respected [RE3, RE12]	That there are different types of relationships including those between acquaintances, friends, relatives and family [RE3, RE12]	About the importance of living in right relationship with the range of national, regional, religious and ethnic identities in the United Kingdom and beyond, respecting diversity [RE3, RE12]
	Identify special people (family, carers, friends) in my life [RE1, RE8]	Recognise what makes people special [RE1, RE8]	Show care and concern for the special people in my life [RE1, RE8]	Show care and concern for the special people in my life and put their needs before my own [RE1, RE8, RE16]

	EYFS	KS1	LKS2	UKS2
	When people are being unkind to me and others and how to respond [RE17, RE19]	That there are different types of teasing and bullying which are wrong and unacceptable and how to respond [RE17, 19, 22]	What bullying is (including cyber-bullying) and how to respond [RE17, RE19, RE22, RE23]	How to report and get help if I encounter inappropriate materials or messages [RE17, RE19, RE22, RE23]
		Get adult help if someone is hurt [HE32, HE33]	Make a clear and efficient call to emergency services if necessary [HE32, HE33]	Describe some basic first-aid, dealing with common injuries [HE32, HE33]
		Recognise the characteristics of positive and negative relationships [RE11, RE13, RE19, RE26, RE28, RE29]	The difference between good and bad secrets [RE11, RE13, RE19, RE26, RE28, RE29]	How to make informed choices in relationships [RE11, RE13, RE19, RE23, RE26, RE28, RE29]
		How to use simple rules for resisting pressure when I feel unsafe or uncomfortable [RE21, RE22]	How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online [RE20, RE21, RE22, RE23]	That my increasing independence brings increased responsibility to keep myself and others safe [RE20, RE21, RE22, RE23]
	That God loves me and I can talk to God through prayer	That prayer is listening to God as well as talking to him	That I can spend time with God in prayer by myself and with others which helps me in life	That prayer and worship nourish my relationship with God and support my relationships with others
	That Jesus cares for me and I am part of God's family [RE5, RE7]	That Catholics belong to the Church family and that Jesus cares for all [RE5, RE7]	That belonging to the Church family means that I should love other people in the same way as Jesus does [RE5, RE7]	That the Church is the Body of Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching) [RE5, RE7]
	That Jesus tells us to love one another [RE1, RE2, RE7, RE8, RE13]	That Jesus tells us to forgive one another [RE1, RE2, RE7, RE8, RE13]	That following Jesus' teaching on forgiveness can help me in my relationships my friends [RE1, RE2, RE5, RE7, RE8, RE10, RE13]	The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus' teaching on forgiveness [RE1, RE2, RE5, RE7, RE8, RE10, RE13]
		Describe how to keep safe in the sun [HE27]	Describe how and why to keep safe in the sun [HE27]	About the impact of unsafe exposure to the sun and how to reduce the risk of sun damage [HE27]

	EYFS	KSI	LKS2	UKS2
		Look after myself and show respect to others [RE3, RE4, RE8, RE12, RE15, RE16, RE18]	Be respectful of myself and others, recognising differences [RE3, RE4, RE8, RE12, RE15, RE16, RE18]	Be respectful of my own and others uniqueness, demonstrating respect for difference (Protected Characteristics) [RE3, RE4, RE8, RE12, RE15, RE16, RE18]
		Be honest, able to tell the truth about my actions [RE8, RE26]	Be honest, able to be truthful in my relationships with others [RE8, RE26]	Be honest, striving to live truthfully and with integrity, using good judgement [RE8, RE26]
		Manage my feelings and behaviour [HE4]	Cope with natural negative emotions and show resilience following setbacks [HE4, RE11]	Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges [HE4, RE11]
		That how I act can have consequences [RE19, HE8]	That some behaviour is unacceptable [RE19, HE8]	That some behaviour is unacceptable, unhealthy or risky [RE19, HE8]
		How my behaviour affects other people and that there are appropriate and inappropriate behaviours [RE11, RE13, RE19, RE26, RE28, RE29]	That not all images, language and behaviour are appropriate [RE11, RE13, RE19, RE26, RE28, RE29]	How to use technology safely [RE11, RE13, RE19, RE23, RE26, RE28, RE29]
			About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing [HE12]	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing [HE12]
			Why social media, some computer games and online gambling, for example, are age restricted [HE14]	Why social media, some computer games and online gambling, for example, are age restricted [HE14]

	EYFS	KSI	LKS2	UKS2
			That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health [HE15]	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health [HE15]
			How to be a discerning consumer of information online, including understanding that information, including that from search engines is ranked, selected and targeted [HE16]	How to be a discerning consumer of information online, including understanding that information, including that from search engines is ranked, selected and targeted [HE16]

Theme 3: Created to live in community

	EYFS	KS1	LKS2	UKS2
To explore who my neighbour is – locally / globally		Recognise that I belong to a variety of communities locally, nationally and globally [RE8]	Show concern for the communities to which I belong, aware that my behaviour has an impact upon them [RE8, RE16]	Be just and fair, acting with integrity to show understanding of the impact of my actions locally, nationally and globally [RE8, RE16]
Right and wrong actions		That how I act can have consequences [RE19, HE8]	That some behaviour is unacceptable [RE19, HE8]	That some behaviour is unacceptable, unhealthy or risky [RE19, HE8]
To make the Sign of the Cross		To make, and understand the meaning of the Sign of the Cross	That God is Trinity	That God is Trinity, a communion of persons
Show friendly behaviour towards others [RE8, RE9, RE16]		Be friendly and can make friends [RE8, RE9]	Be friendly, able to make and keep friends [RE8, RE9, RE16]	Be loyal, able to develop and sustain friendships [RE8, RE9, RE16]
Ask questions about the wider world [RE30]		Show awareness of differences between my life and others in the wider world [RE30, RE31]	Identify injustices in the wider world [RE30, RE31]	Speak out about injustice in the wider world and what I can do to help [RE30, RE31]
That Jesus tells us to love one another [RE1, RE2, RE7, RE8, RE13]		That Jesus tells us to forgive one another [RE1, RE2, RE7, RE8, RE13]	That following Jesus’ teaching on forgiveness can help me in my relationships my friends [RE1, RE2, RE5, RE7, RE8, RE10, RE13]	The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus’ teaching on forgiveness [RE1, RE2, RE5, RE7, RE8, RE10, RE13]
Show care for others [RE8, RE30]		Be caring, aware of the needs of others [RE8, RE30]	Be caring, aware of the needs of others and responding to those needs [RE8, RE30, HE32]	Be compassionate, able to empathise with the suffering of others and displaying the generosity to help [RE8, RE30, HE32]
Talk about the good things in my life [RE1, RE14]		Give thanks for the good things in my life [RE1, RE14]	Be grateful to others for the good things in my life [RE1, RE14]	Demonstrate my gratitude to others for the good things in my life through words and actions [RE1, RE14]

	EYFS	KSI	LKS2	UKS2
				That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)
	Talk about how we can help the world	That their behaviour has an impact on the communities to which they belong	That their behaviour, and that of others has an impact on the communities to which they belong	That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers
	Talk about what harms and improves the world in which they live	How diseases are spread, and the responsibilities they have for their own health and that of others e.g. washing hands	How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands	That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread
	We are all special and unique	Importance of living in right relationship with one another	About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another	About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another

Part 2

Coverage within Relationships Education, Relationships and Sex Education and Health Education

Early Years to Key Stage 2

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD Resources	Links to Global Calendar
Theme 1: Created and Loved by God	That I am made by God	Myself <i>(Domestic Church - Autumn term)</i>	Wonder at God's love <i>(Nursery p.7)</i>		1. We are all special		Picture my World resource	
	What I am good at		God loves each of us in our uniqueness <i>(Reception p.12)</i>		2. I can say one good thing about myself	Self-confidence and self-awareness <i>(40-60+mths)</i>	Picture My World	
	Talk about the good things in my life	Myself <i>(Domestic Church - Autumn term)</i> Celebrating <i>(Local Church - Spring term)</i>					Picture My World resource	World Environment Day 5 June
	I know: That I am living and growing	Growing <i>(Lent/Easter - Spring term)</i>					The world <i>(30 – 50mths)</i>	Harvest Resources

EYFS

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD Resources	Links to Global Calendar
	That a baby grows inside its mother's womb before birth		God loves each of us in our uniqueness <i>(Reception p.14)</i>					International Women's Day
	Identify living things					Understanding the world (30 – 50mths)		World Wildlife day 3 March
	Be patient when I do not get what I want straight away					Managing feelings and behaviour (30-50mths)		
	What I like and dislike		Wonder at God's love <i>(Nursery p.9)</i>			Self-confidence and self-awareness (40-60+mths)	Picture my world	
	Name similarities and differences between myself and others		Wonder at God's love <i>(Nursery p.8)</i> God loves each of us in our uniqueness <i>(Reception p.11)</i>		35. I notice we are the same and we are different	The world (40-60+mths)		World Day for Cultural Diversity 21 June

EYFS

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD Resources	Links to Global Calendar
	Keep clean by washing and drying my hands					Health and self – care (30-50mths)		World Health Day 7 April World water day 22 March
	That a baby grows inside its mother’s womb before birth		God loves each of us in our uniqueness <i>(Reception p.14)</i>					International Women’s Day
	What I like and dislike		Wonder at God’s love <i>(Nursery p.9)</i>			Self-confidence and self-awareness (40-60+mths)	Picture my world	
	Say how I feel at different times		Wonder at God’s love <i>(Nursery p.9)</i>					

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD Resources	Links to Global Calendar
Theme 2: Created to love others	Show care for others	Family <i>(Domestic Church - Autumn term)</i> Friends <i>(Reconciliation - Summer term)</i>	God loves each of us in our uniqueness <i>(Reception p.14)</i>		27. I know how to help others when they are in trouble	Making relationships (22–36mths)		Fair Trade Fortnight February Refugee Week June
	Say 'please' and 'thank you'				19. I try to use words that make the world a better place	Managing feelings and behaviour (40-60+mths)	Picture my World resource	
	That God loves me and I can talk to God through prayer	All Topics	Wonder at God's love <i>(Nursery p.10)</i> God loves each of us in our uniqueness <i>(Reception p.14)</i>					
	Say 'sorry'	Friends <i>(Reconciliation - Summer term)</i>			31. I know how to show I am sorry	Managing feelings and behaviour (40-60+mths)		International Day of Peace 21 September
	That Jesus cares for me and I am part of God's family	Myself <i>(Domestic Church - Autumn term)</i>						Universal children's day 20 November

EYFS

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD Resources	Links to Global Calendar
	That Jesus tells us to love one another	Friends <i>(Reconciliation - Summer term)</i>						
	I know: Who can help me in school				25. I know when to ask for help and who to ask for help from	Self-confidence and self-awareness (30-50mths)		
	That I belong to a family and can name my family members	Myself <i>(Domestic Church - Autumn term)</i>	God loves each of us in our uniqueness <i>(Reception p.11)</i>			Understanding the world People and communities (22-36mths)		International Day of Families 15 May
	I can: Identify special people (family, carers, friends) in my life		God loves each of us in our uniqueness <i>(Reception p.12)</i>			Making relationships (30-50mths)		
	When people are being unkind to me or others and how to respond				5. I know what to do if I see anyone being hurt	Making relationships (30-50mths)		

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Early Learning Goals	Links to CAFOD Resources	Links to Global Calendar
Theme 3: Created to live in community – local, global & national	To explore who my neighbour is – locally / globally	Our World <i>(Universal Church - Summer term)</i>					Picture my World resource	
	Show care for others	Family <i>(Domestic Church - Autumn term)</i> Friends <i>(Reconciliation - Summer term)</i>	God loves each of us in our uniqueness <i>(Reception p.14)</i>		27. I know how to help others when they are in trouble	Making relationships (22–36mths)		Fair Trade Fortnight February Refugee Week June
	Right and wrong actions	Friends <i>(Reconciliation - Summer term)</i>				Managing feelings and behaviour (40-60+mths)		
	To make the Sign of the Cross							
	That Jesus tells us to love one another	Friends <i>(Reconciliation - Summer term)</i>			19. I try to use words that make the world a better place			
	Show friendly behaviour towards others		God loves each of us in our uniqueness <i>(Reception p.13)</i>			Making relationships (30-50mths)		Fair Trade Fortnight February
	Ask questions about the wider world	Our World <i>(Universal Church - Summer term)</i>				Understanding the world –the world (40-60+mths)	God's Wonderful World linked to <i>(Come and See Universal Church)</i>	World Environment Day 5 June

Key Stage I

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
Theme 1: Created and Loved by God	That I have individual gifts, talents and abilities, given by God	Beginnings Y2 (Domestic Church - Autumn term)		Module 1 Unit 2 Session 1 I am Unique	2. I can say one good thing about myself			
	Give thanks for the good things in my life	Families Y1 Beginnings Y2 (Domestic Church - Summer term)	We meet God's love in our family (Y1 p.16)	Module 2 Unit 2 Session 1 Special People	20. I try to appreciate the beauty and the wonder in the world around me		Picture My World resource A Day with Musa resource	World Environment Day 5 June
	That babies change and grow and that there are life stages from conception to death	Change Y1 (Lent/Easter - Spring term)	We meet God's love in our family (Y1 p.15)	Module 1 Unit 4 Session 1 The Cycle of Life		Living things and their habitats Y2 Sc2/2.1b Animals including humans Y2 Sc2/2.3b		
	That a baby moves as it grows in its mother's womb	Waiting Y1 (Advent - Autumn term)						International Women's Day 8 March
	Accept that I do not always get what I want	Change Y1 Opportunities Y2 (Lent/Easter - Spring term)				23. I try to keep going when things get difficult and not give up hope		

Key Stage 1

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	Identify the needs of people and other living things.					Animals including humans Y2 Sc2/2.3c		Human Rights Day 10 December
	Describe the similarities and differences between people (general)			Module 1 Unit 2 Session 2 Girls and Boys	35. I notice that we are the same and we are different		A Day with Musa resource	World Day for Cultural Diversity 21 June
	Say what I should do to keep my body healthy (exercise, food, teeth, sleep, keeping clean)			Module 1 Unit 2 Session 3 Clean and healthy	9. I can tell you how I look after myself 10. I think before I make choices that affect my health (circle time)	Animals including humans Y2 Sc2/2.3c	Health resource Water resource	World Health Day 7 April World Water Day 22 March
	That we all have different likes and dislikes			Module 1 Unit 3 Session 1 Feelings, Likes and Dislikes			A Day with Musa resource One Day One World resource	

Key Stage I

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	Name happy and sad times in my life	Being Sorry Y1 Rules Y2 <i>(Reconciliation - Summer term)</i>	We meet God's love in our family <i>(Y1 p.15)</i> We meet God's love in the community <i>(Y2 p.19)</i>	Module 1 Unit 3 Session 2 Feeling Inside Out	3. I can say how I feel (circle time)			International Day of Families 15 May
	That I am special because I am made and loved by God	Belonging Y1 Signs & Symbols Y2 <i>(Baptism - Autumn term)</i>	We meet God's love in our family <i>(Y1 p.18)</i>	Module 1 Unit 1 Story Sessions Handmade with Love Module 2 Unit 1 Session 1 God Loves You	1. We are all special			Universal Children's Day 20 November
	Talk about my mood and know that how I am feeling is a normal part of daily life			Module 1 Unit 3 Session 2 Feeling Inside Out	3. I can say how I feel (circle time)			

Key Stage I

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
Theme 2: Created to love others	Be courteous, for example, remembering to say, 'please' and 'thank you' without prompting			Module 2 Unit 2 Session 2 Treat Others Well	19. I try to use words that make the world a better place			
	That prayer is listening to God as well as talking to Him	All Topics	We meet God's love in our family (Y1 p.15-18) We meet God's love in the community (Y2 p.19-22)	All Units from 'Life to the Full' introduce children to a variety of ways to pray				
	That Catholics belong to the Church family and that Jesus cares for all	Special People Y1 (Local church - Spring term) Neighbours Y1 (Universal Church - Summer term)	We meet God's love in the community (Y2 p.19)		15. I know I belong to a community that includes my school		Refugees resource Universal Church topics	World Refugee Day 20 June
	That Jesus tells us to forgive one another	Being Sorry Y1 Rules Y2 (Reconciliation - Summer term)		Module 2 Unit 2 Session 3 ...And Say Sorry	31. I know how to show I am sorry			International Day of Peace 21 September

Key Stage I

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	Be forgiving, able to say sorry to mend relationships	Being Sorry Y1 Rules Y2 <i>(Reconciliation - Summer term)</i>		Module 2 Unit 2 Session 3 ...And Say Sorry	31. I know how to show I am sorry 29. I try to forgive people when they hurt me			International Day of Peace 21 September
	Be caring, aware of the needs of others	Holidays & Holydays Y1 Spread the Word Y2 <i>(Pentecost - Summer term)</i>		Module 2 Unit 2 Session 2 Treat Others Well	13. I try to love others as I love myself		Picture My World resource A Day with Musa resource	Refugee Week June International Day of Families 15 May
	Look after myself and show respect to others			Module 2 Unit 2 Session 2 Treat Others Well	13. I try to love others as I love myself		Picture My World resource A Day with Musa resource	World Faith Week 22-29 October
	Be honest, able to tell the truth about my actions	Being Sorry Y1 Rules Y2 <i>(Reconciliation - Summer term)</i>		Module 2 Unit 2 Session 3 ...And Say Sorry	31. I know how to show I am sorry			
	That how I act can have consequences	Being Sorry Y1 Rules Y2 <i>(Reconciliation - Summer term)</i>		Module 1 Unit 3 Session 3 Super Susie Gets Angry				

Key Stage I

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	Manage my feelings and behaviour	Being Sorry Y1 Rules Y2 (<i>Reconciliation - Summer term</i>)		Module 1 Unit 3 Session 2 Feelings Inside and Out Module 1 Unit 3 Session 3 Super Susie Gets Angry	3. I can say how I feel (circle time)			
	Describe how to keep safe in the sun			Module 2 Unit 3 Session 1 Being Safe	9. I can tell you how I look after myself 10. I think before I make choices that affect my health (circle time)		Health resource	World Health Day 7 April
	Who to go to if I am worried or need help			Module 2 Unit 3 Session 1 Being Safe	25. I know when to ask for help and who to ask for help from			
	That healthy families love, care and protect one another and that there are different family structures and these should be respected	Families Y1 (<i>Domestic Church - Autumn term</i>)	We meet God's love in the community (Y2 p.19)	Module 2 Unit 2 Session 1 Special People				Refugee Week June International Day of Families 15 May

Key Stage 1

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	Recognise what makes people special			Module 2 Unit 2 Session 1 Special People	1. We are all special		KSI Bangladesh resource	International Day for Children 12 April
	That there are different types of teasing and bullying which are wrong and unacceptable and how to respond			Module 1 Unit 3 Session 2 Feelings Inside and Out Module 2 Unit 2 Session 2 Treat Others Well	5. I know what to do if I see anyone being hurt 7. I try to stand up for myself and others			Anti-Bullying Week November Internet Safety Week February
	How my behaviour affects other people and that there are appropriate and inappropriate behaviours	Rules Y2 <i>(Reconciliation - Summer term)</i>	We meet God's love in the community <i>(Y2 p.19)</i>	Module 2 Unit 2 Session 2 Treat Others Well				Anti-Bullying Week November Internet Safety Week February
	Recognise the characteristics of positive and negative relationships			Module 2 Unit 3 Session 2 Good and Bad Secrets	26. I can recognise comfortable and uncomfortable feelings (circle time)			

Key Stage I

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	How to use simple rules for resisting pressure when I feel unsafe or uncomfortable			Module 2 Unit 3 Session 2 Good and Bad Secrets	26. I can recognise comfortable and uncomfortable feelings (circle time)			Anti-Bullying Week November Internet Safety Week February
	Get adult help if someone is hurt		27. I know how to help others when they are in trouble					Emergency Services Day

Key Stage I

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
Theme 3: Created to live in community – local, global & national	Recognise that I can belong to a variety of communities locally, nationally and globally	Special People Y1 Books Y2 <i>(Local church - Spring term)</i> Neighbours Y1 <i>(Universal Church - Summer term)</i>		Module 3 Unit 1 Session 2 Who is My Neighbour? Module 3 Unit 2 Session 1 The Communities We Live In	15. I know I belong to a community that includes my school		KSI Bangladesh resource Laudato Si Care for our Common Home	Fair Trade Fortnight February
	Show awareness of differences between my life and others in the wider world	Neighbours Y1 <i>(Universal Church - Summer term)</i>	We meet God's love in the community (Y2 p.19)	Module 3 Unit 1 Session 1 Trinity House Module 3 Unit 1 Session 2 Who is my Neighbour			Fair Trade Resource Laudato Si Care for our Common Home	Fair Trade Fortnight February
	To make, and understand the Sign of the Cross							
	Be friendly and can make friends			Module 2 Unit 2 Session 2 Treat Others Well	18. I cooperate with others in work and play. (circle time)			
	That how I act can have consequences	Being Sorry Y1 Rules Y2 <i>(Reconciliation - Summer term)</i>		Module 1 Unit 3 Session 3 Super Susie Gets Angry				

Key Stage I

		Come and See	Journey in Love	Life to the Full	Statements to Live By	Science Curriculum	Links to CAFOD	Links to Global Calendar
	That Jesus tells us to forgive one another	Being Sorry Y1 Rules Y2 <i>(Reconciliation - Summer term)</i>		Module 2 Unit 2 Session 3 ...And Say Sorry	31. I know how to show I am sorry			International Day of Peace 21 September
	Be caring, aware of the needs of others	Holidays & Holydays Y1 Spread the Word Y2 <i>(Pentecost - Summer term)</i>		Module 2 Unit 2 Session 2 Treat Others Well	13. I try to love others as I love myself		Picture My World resource A Day with Musa resource	Refugee Week June International Day of Families 15 May

Lower Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
Theme 1: Created and Loved by God	That life is precious and given by God	Homes Y3 People Y4 <i>(Domestic Church - Autumn term)</i> Other Faiths weeks	God loves us in all our differences <i>(Y4 p. 28-32)</i>	Module 4a: Made in the Image of God Module 4d: God is Happy! Let's be like God Module 4j: The Mass, the Sacraments and God's Life	Module 1 Unit 1 Story Sessions Designed for a Purpose Module 1 Unit 2 Session 1 We Don't Have to be the Same	35. I notice that we are the same and we are different 36. I try to be accepting of others		One Day One World	Universal Children's Day 20 November International Day for Tolerance 16 November
	That God wants me to use my individual gifts, talents and abilities		God loves us in all our differences <i>(Y4 p.30)</i>	Module 4d: God is Happy! Let's be like God	Module 1 Unit 2 Session 1 We Don't Have to be the Same	2. I can say one good thing about myself			
	Be forgiving, able to say sorry and not hold grudges against those who have hurt me	Choices Y3 Building Bridges Y4 <i>(Reconciliation - Summer term)</i>		Module 4h: God saves me from me!	Module 2 Unit 2 Session 1 Family, Friends and Others	33. I try to accept forgiveness from others		Peace and Conflict resource	International Day of Peace 21 September
	Be grateful to others for the good things in my life	Homes Y3 <i>(Domestic Church - Autumn term)</i>			Module 2 Unit 2 Session 1 Family, Friends and Others	20. I try to appreciate the beauty and the wonder in the world around me		One Day One World resource	World Environment Day 5 June

Lower Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	That my body is changing as I grow and some of the changes that occur throughout life.		God loves us in all our differences (Y4 p.28-32)	Module 4g: I don't quite work correctly – and that's okay!	Module 1 Unit 2 Session 3 What is Puberty? <i>(optional – can be left to Upper KS2)</i> Module 1 Unit 2 Session 4 Changing Bodies <i>(optional – can be left to Upper KS2)</i>				Universal Children's Day 20 November International Day for Older Persons 1 October
	How a baby grows and develops in its mother's womb	Visitors Y3 <i>(Advent-Autumn term)</i>	God loves us in all our differences (Y4 p.28-32)		Module 1 Unit 4 Session 1 Life Cycles <i>(optional – can be left to Upper KS2)</i>				International Women's Day 8 March
	Accept that I do not always get what I want and show an awareness of why this is	Self-Discipline Y4 <i>(Lent/Easter - Spring term)</i>		Module 4f: Obedience in Jesus Module 4h: God saves me from me!		10. I think before I make choices that affect my health			
	Describe the needs of people and other living things, including the need to reproduce		God loves us in all our differences (Y4 p.28-32)		Module 1 Unit 1 Story Sessions Designed for a purpose				

Lower Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	Describe the similarities and differences between girls and boys (specific) and correctly name the main external parts of the male and female body and their functions		God loves us in all our differences (Y4 p.28-32)		Module 1 Unit 2 Session 4 Changing Bodies	35. I notice that we are the same and we are different		One Day One World resource	Universal Children's Day 20 November
	Describe a healthy life-style, including physical activity, dental health, healthy eating, sleep and hygiene				Module 1 Unit 2 Session 2 Respecting Our Bodies	9. I can tell you how I look after myself 10. I think before I make choices that affect my health	Animals including humans Y3 Sc3/2.2		World Health Day 7 April World Toilet Day 19 November
	Confidently say what I like and dislike		How we live in love (Y3 p.26)			2. I can say one good thing about myself		One Day One World resource	
	I can: Describe the wider range of my feelings		God loves us in all our differences (Y4 p.30-32)	Module 4c: Happiness, Conscience and Emotions	Module 1 Unit 3 Session 1 What Am I Feeling?				

Lower Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	Describe changes that happen in life e.g. loss, separation, divorce and bereavement	Community Y4 <i>(Local Church - Spring term)</i>		Module 4g: I don't quite work correctly – and that's okay!	Module 2 Unit 2 Session 3 When Things Change Module 1 Unit 3 Session 3 I am Thankful	3. I can say how I feel (circle time)			
	Describe some ways to maintain good mental health, (exercise, diet sleep, company)					3. I can say how I feel (circle time)			Mental Health Awareness Day/Week

Lower Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
Theme 2: Created to love others	Be courteous, showing good manners at home and in school			Module 4f: Obedience in Jesus	Module 2 Unit 2 Session 1 Family, Friends and Others	19. I try to use words that make the world a better place			
	That I can spend time with God in prayer by myself and with others which helps me in life	All Topics	How we live in love (Y3 p.23) God loves us in all our differences (Y4 p.28-32)	Module 4e: Adopted by God: Receiving his Love Module 4h: God saves me from me!	<i>All Units from 'Life to the Full' introduce children to a variety of ways to pray</i>				
	That belonging to the Church family means that I should love other people in the same way as Jesus does	Journeys Y3 Community Y4 <i>(Local Church - Spring term)</i> Called Y4 <i>(Baptism/Conf - Autumn term)</i>		Module 4b: Happiness Module 4f: Obedience in Jesus Module 4i: Baptism, Holy Communion and Confirmation	Module 3 Unit 1 Session 2 Where is Church?	15. I know I belong to a community that includes my school		Refugees resource Universal Church topics	Refugee Week June International Day of Families 15 May
	That following Jesus' teaching on forgiveness can help me in my relationships my friends	Choices Y3 Building Bridges Y4 <i>(Reconciliation - Summer term)</i>	God loves us in all our differences (Y4 p.30)	Module 4f: Obedience in Jesus	Module 2 Unit 1 Story Sessions Jesus My Friend	33. I try to accept forgiveness from others			

Lower Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	Describe how and why to keep safe in the sun				Module 1 Unit 2 Session 2 Respecting Our Bodies	9. I can tell you how I look after myself 10. I think before I make choices that affect my health			World Health Day 7 April
	Be respectful of myself and others, recognising differences		How we live in love (Y3 p.23)	Module 4a: Made in the Image of God	Module 1 Unit 2 Session 1 We Don't Have to be the Same	33. I know what human dignity means and I show that I respect others		One Day One World resource	World Faith Week 22-29 October
	Be honest, able to be truthful in my relationships with others	Choices Y3 Building Bridges Y4 (Reconciliation - Summer term)	How we live in love (Y3 p.25)		Module 2 Unit 2 Session 1 Family, Friends and Others	31. I know how to show I am sorry			
	Be caring, aware of the needs of others and responding to those needs	Energy Y3 New Life Y4 (Pentecost - Summer term)		Module 4b: Happiness	Module 2 Unit 2 Session 1 Family, Friends and Others	27. I know how to help others when they are in trouble 34. I stand up for people who are being treated unfairly		All CAFOD resources	Refugee Week June Fair Trade Fortnight 26 February
	That some behaviour is unacceptable		How we live in love (Y3 p.26) God loves us in all our differences (Y4 p.30-32)	Module 4f: Obedience in Jesus Module 4h: God saves me from me!	Module 2 Unit 2 Session 2 When Things Feel Bad	5. I know what to do if I see anyone being hurt		Global Neighbours resource Laudato Si Care for our Common Home	Holocaust Memorial Day 27 January World Environment Day 5 June

Lower Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	Cope with natural negative emotions and show resilience following setbacks		How we live in love (Y3 p.26) God loves us in all our differences (Y4 p.30-32)	Module 4c: Happiness, Conscience and Emotions	Module 2 Unit 2 Session 3 When Things Change Module 1 Unit 3 Session 3 I am Thankful	23. I try to keep going when things get difficult and not give up hope			
	That I can go to a number of different people for help in different situations.		How we live in love (Y3 p.23)		Module 2 Unit 2 Session 2 When Things Feel Bad	25. I know when to ask for help and who to ask for help from			
	That there are different types of relationships including those between acquaintances, friends, relatives and family	People Y4 (Domestic Church - Autumn term)		Module 4e: Adopted by God: Receiving his Love	Module 2 Unit 2 Session 1 Family, Friends and Others	35. I notice that we are the same and we are different			
	What bullying is (including cyber-bullying) and how to respond				Module 2 Unit 2 Session 2 When Things Feel Bad				Anti-Bullying Week November

Lower Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	What bullying is (including cyber-bullying) and how to respond				Module 2 Unit 2 Session 2 When Things Feel Bad				Anti-Bullying Week November
	Show care and concern for the special people in my life	Giving & Receiving Y4 (Eucharist - Spring term)	How we live in love (Y3 p.23)	Module 4j: The Mass, the Sacraments and God's Life	Module 2 Unit 2 Session 1 Family, Friends and Others	18. I cooperate with others in work and play (circle time)			
	How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online				Module 2 Unit 3 Session 1 Sharing Online Module 2 Unit 3 Session 2 Chatting Online				Internet Safety Week February
	Make a clear and efficient call to emergency services if necessary					27. I know how to help others when they are in trouble			Emergency services day
	That not all images, language and behaviour are appropriate			Module 4h: God saves me from me!	Module 2 Unit 2 Session 2 When Things Feel Bad Module 2 Unit 3 Session 2 Chatting Online	26. I can recognise comfortable and uncomfortable feelings (circle time)			Internet Safety Week February

Lower Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	That not all images, language and behaviour are appropriate			Module 4h: God saves me from me!	Module 2 Unit 2 Session 2 When Things Feel Bad Module 2 Unit 3 Session 2 Chatting Online	26. I can recognise comfortable and uncomfortable feelings (circle time)			Internet Safety Week February
	The difference between good and bad secrets				Module 2 Unit 2 Session 2 When Things Feel Bad Module 2 Unit 3 Session 3 Physical Contact	15. I know I belong to a community that includes my school			
	Why social media, some computer games and online gambling, for example, are age restricted				Module 2 Unit 3 Session 2 Chatting Online				

Lower Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health				Module 2 Unit 3 Session 2 Chatting Online				
	How to be a discerning consumer of information online, including understanding that information, including that from search engines is ranked, selected and targeted				Module 2 Unit 3 Session 2 Chatting Online				

Lower Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
Theme 3: Created to live in community – local, global & national	Be friendly, able to make and keep friends	Choices Y3 Building Bridges Y4 <i>(Reconciliation - Summer term)</i>	How we live in love <i>(Y3 p.24)</i>	Module 4d: God is Happy! Let's be like God	Module 2 Unit 2 Session 1 Family, Friends and Others	18. I cooperate with others in work and play (circle time)			
	Show concern for the communities to which I belong, aware that my behaviour has an impact upon them	Choices Y3 Building Bridges Y4 <i>(Reconciliation - Summer term)</i> Other Faiths weeks	How we live in love <i>(Y3 p.23)</i>	Module 4h: God saves me from me!	Module 3 Unit 1 Session 1 Trinity House Module 3 Unit 1 Session 2 Where is Church?	18. I cooperate with others in work and play (circle time)		Climate and Environment Resource Fair Trade Resource Laudato Si Care for our Common Home	Fairtrade Fortnight February World Health Day 7 April World Environment Day 5 June
	Identify injustices in the wider world	Special Places Y3 God's People Y4 <i>(Universal Church - Summer term)</i>				Module 3 Unit 1 Session 1 Trinity House Module 3 Unit 1 Session 2 Where is Church?		Climate and Environment Resource Fair Trade Resource Laudato Si	Fairtrade Fortnight February World Health Day 7 April World Environment Day 5 June

Lower Key Stage 2

		Come and See / Sacramental Preparation Education programme	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	That God is Trinity	Special Places Y3 God's People Y4							
	That some behaviour is unacceptable					18. I cooperate with others in work and play (circle time)			
	That following Jesus' teaching on forgiveness can help me in my relationships with my friends	Choices Y3 Building Bridges Y4 <i>(Reconciliation - Summer term)</i>							
	Be caring, aware of the needs of others and responding to those needs	Energy Y3 New Life Y4 <i>(Pentecost -Summer term)</i>		Module 4b: Happiness	Module 2 Unit 2 Session 1 Family, Friends and Others	27. I know how to help others when they are in trouble 34. I stand up for people who are being treated unfairly		All CAFOD resources	Refugee Week June Fair Trade Fortnight 26 February

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
Theme 1: Created and Loved by God	That we are all children of God and made in God's image and likeness	Ourselves Y5 (<i>Domestic Church -Autumn term</i>)	God loves me in my changing and development Y5 p.33-36	Module 5c: God is Relationship: We long to be like Him Module 6c: Life is Fractal! Module 6i: Faith and Evolution Module 6j: Science and Christianity	Module 1 Unit 1 Story sessions Kester's Adventures Module 1 Unit 2 Session 1 Gifts and Talents	I. We are all special		One Day One world resource	World Day for Cultural Diversity 21 June International Day for Tolerance 16 November
	That each person has a purpose in the world and that God has created me for a particular purpose (vocation)	Life Choices Y5 Vocation and Commitment Y6 (<i>Baptism/ Belonging - Autumn term</i>)		Module 5c: God is Relationship: We long to be like Him Module 6a: God-given Nature, Freedom and Consent Module 6d: Intellect, Order and Beauty Module 6i: Faith and Evolution Module 6j: Science and Christianity	Module 2 Unit 1 Session 1 Is God Calling You?			Oscar Romero resource	
	I know: The changes that occur at each stage of a human being's life (including childhood, adolescence, adulthood, old age) and specifically the changes which occur during puberty		God loves me in my changing and development (Y5 p.33-34) *SDB Y5 /6	Module 5i: Discernment and Trust part one	Module 1 Unit 2 Session 1 Girl's Bodies Module 1 Unit 2 Session 2 Boy's Bodies			Animals including humans Sc5/2.2a	

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	About the week by week development of the baby in its mother's womb		The wonder of God's love in creating new life (Y6 p.40-41) *SDB Y5 /6		Lower KS2 Life Cycles could be used here Module 1 Unit 4 Session 1				International Women's Day 8 March
	How human life is conceived in the womb, including the language of sperm and ova and about the nature and role of menstruation in the fertility cycle		Y5 p.34 God loves me in my changing and development The wonder of God's love in creating new life (Y6 p.40-41) *SDB Y5 /6		Module 1 Unit 3 Sessions 1-3 Making Babies (Part 1 and 2) (parents may withdraw) Session 3 Menstruation				
	About the differences between boys and girls with regard to puberty and reproduction		God loves me in my changing and development (Y5 p.33-36) *SDB Y5 /6 The wonder of God's love in creating new life (Y6 p.37-39) *SDB Y5 /6		Module 1 Unit 2 Session 1 Girl's Bodies Module 1 Unit 2 Session 2 Boy's Bodies				

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	About the impact that poor lifestyle choices can have on my health including lack of physical activity, poor dental health, sleep, hygiene, drugs and alcohol. The facts and science relating to immunisation and vaccination				Module 1 Unit 2 Session 4 Spots and Sleep	9. I can tell you how I look after myself 10. I think before I make choices that affect my health	Animals including humans SC6/2.2b		World Health Day 7 April World Toilet Day 19 November
	Be confident in my relationships with my peers in various situations, including online			Module 5a: Life is Relational – especially for Persons! Module 5j: Discernment and Trust part two	Module 2 Unit 3 Session 1 Sharing Online Module 2 Unit 3 Session 2 Chatting Online				Internet Safety Week February
	Describe how my emotions may change and intensify as I grow and move through puberty		God loves me in my changing and development (Y5 p.35) *SDB Y5 /6 The wonder of God's love in creating new life (Y6 p.42-43)	Module 5i: Discernment and Trust part one	Module 1 Unit 3 Session 3 Emotional Changes	3. I can say how I feel			

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough			Module 6b: Person and Nature Module 6g: Formed in their image	Module 1 Unit 3 Session 3 Emotional Changes				
	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body		God loves me in my changing and development (Y5 p.33-36) *SDB Y5 /6		Module 1 Unit 2 Session 1 Girl's Bodies Module 1 Unit 2 Session 2 Boy's Bodies				
	Describe some of the varied emotions that accompany the changes that happen in life, e.g. loss, separation, divorce and bereavement	Death & New Life Y6 (Lent/Easter - Spring term)	*SDB Y5 /6	Module 6b: Person and Nature	Module 1 Unit 3 Session 3 Emotional Changes				

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	Describe the impact that poor lifestyle choices can have on mental health and the need for exercise, fresh air, company, good diet and sufficient good quality sleep to support mental well-being				Module 1 Unit 2 Session 4 Spots and Sleep	9. I can tell you how I look after myself 10. I think before I make choices that affect my health			Mental Health Awareness day/week

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
Theme 2: Created to love others	Be courteous in my dealings with friends and strangers				Module 1 Unit 1 Story sessions Kester's Adventures	19. I try to use words that make the world a better place			
	That some behaviour is unacceptable, unhealthy or risky				Module 1 Unit 3 Session 2 Peculiar Feelings	6. I understand that rights match responsibility			Internet Safety Week February
	About the impact of unsafe exposure to the sun and how to reduce the risk of sun damage					9. I can tell you how I look after myself 10. I think before I make choices that affect my health			World Health Day 7 April
	Be respectful of my own and others uniqueness, demonstrating respect for difference (Protected Characteristics)	Ourselves Y5 (<i>Domestic Church - Autumn term</i>) Other Faiths weeks	God loves me in my changing and development Y5 p.33-36	Module 5g: Tolerance and Solidarity Module 6f: Tolerance of what others think and do		36. I try to be accepting of others		One Day One World resource	One World Week October World Faith Week November

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus' teaching on forgiveness	Freedom & Responsibility Y5 Healing Y6 (<i>Reconciliation - Summer term</i>)		Module 5a: Life is Relational – especially for Persons! Module 6b: Person and Nature		29. I try to forgive people when they hurt me 33. I try to accept forgiveness from others		Advent and Lent resources	International Day of Peace 21 September
	Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges		God loves me in my changing and development (Y5 p.35)	Module 5b: Self-Knowledge, Self-Possession, Self-Gift Module 5i: Discernment and Trust part one Module 5j: Discernment and Trust part two	Module 2 Unit 2 Session 1 Under Pressure Module 2 Unit 2 Session 2 Do You Want a Piece of Cake? Module 1 Unit 3 Session 1 Body Image	9. I can tell you how I look after myself			Internet Safety Week February

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	<p>That the Church is the Body of Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching)</p>	<p>Common Good Y6 <i>(Universal Church - Summer term)</i></p> <p>Mission Y5 <i>(Local Church - Spring term)</i></p> <p>Unity Y6 <i>(Eucharist - Spring term)</i></p>		<p>Module 5h: God and Dominoes! Module 6e: Being and Doing Module 6h: Faith and Science: The Beginning Module 6i: Faith and Evolution</p>		15. I know I belong to a community that includes my school		Universal Church Topic Year 6	<p>Fair Trade Fortnight February</p> <p>Refugee week June</p>
	<p>That the Church is the Body of Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching)</p>	<p>Common Good Y6 <i>(Universal Church - Summer term)</i></p> <p>Mission Y5 <i>(Local Church - Spring term)</i></p> <p>Unity Y6 <i>(Eucharist-Spring term)</i></p>		<p>Module 5h: God and Dominoes! Module 6e: Being and Doing Module 6h: Faith and Science: The Beginning Module 6i: Faith and Evolution</p>		15. I know I belong to a community that includes my school		Universal Church Topic Year 6	<p>Fair Trade Fortnight February</p> <p>Refugee week June</p>
	<p>Be honest, striving to live truthfully and with integrity, using good judgement</p>			<p>Module 5h: God and Dominoes! Module 5j: Discernment and Trust part two</p>	Module I Unit I Story sessions Kester's Adventures	8. I try to be just and fair			

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	Be honest, striving to live truthfully and with integrity, using good judgement			Module 5h: God and Dominoes! Module 5j: Discernment and Trust part two	Module 1 Unit 1 Story sessions Kester's Adventures	8. I try to be just and fair			
	Be compassionate, able to empathise with the suffering of others and displaying the generosity to help	Sacrifice Y5 Death & New Life Y6 <i>(Lent/Easter-Spring term)</i>		Module 5h: God and Dominoes! Module 6g: Formed in their image		27. I know how to help others when they are in trouble 34. I stand up for people who are being treated unfairly		All CAFOD resources	Refugee week June Fair Trade Fortnight February
	How to use technology safely				Module 2 Unit 3 Session 1 Sharing Online Module 2 Unit 3 Session 2 Chatting Online				Internet Safety Week February

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	That there are a number of different people and organisations I can go to for help in different situations and how to contact them					25. I know when to ask for help and who to ask for help from			
	About some basic first-aid, dealing with common injuries					27. I know how to help others when they are in trouble			Emergency services Day
	How to make informed choices in relationships		<p>God loves me in my changing and development (Y5 p.35)</p> <p>The wonder of God's love in creating new life (Y6 p.42)</p>	<p>Module 5i: Discernment and Trust part one</p> <p>Module 5j: Discernment and Trust part two</p> <p>Module 6g: Formed in their image</p>	<p>Module 2 Unit 3 Session 1 Sharing Online</p> <p>Module 2 Unit 3 Session 2 Chatting Online</p> <p>Module 2 Unit 3 Session 3 Physical Contact</p>				

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	That my increasing independence brings increased responsibility to keep myself and others safe			Module 5j: Discernment and Trust part two	Module 2 Unit 3 Session 1 Sharing Online Module 2 Unit 3 Session 2 Chatting Online	6. I understand that rights match responsibility			Internet Safety Week February
	That prayer and worship nourish my relationship with God and support my relationships with others	All topics	God loves me in my changing and development Y5 p.36 The wonder of God's love in creating new life Y6 p.44	Module 5e: Freedom in Christ Module 6e: Being and Doing	All Units from 'Life to the Full' introduce children to a variety of ways to pray			CAFOD Assembly resources	
	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				Module 2 Unit 3 Session 2 Chatting Online	27. I know how to help others when they are in trouble			

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				Module 2 Unit 3 Session 2 Chatting Online	27. I know how to help others when they are in trouble			
	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing				Module 2 Unit 3 Session 2 Chatting Online	27. I know how to help others when they are in trouble			

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing				Module 2 Unit 3 Session 2 Chatting Online	27. I know how to help others when they are in trouble			
	Why social media, some computer games and online gambling, for example, are age restricted				Module 2 Unit 3 Session 2 Chatting Online				

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	<p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>				<p>Module 2 Unit 3 Session 2 Chatting Online</p>	<p>27. I know how to help others when they are in trouble</p>			
	<p>How to be a discerning consumer of information online, including understanding that information, including that from search engines is ranked, selected and targeted</p>				<p>Module 2 Unit 3 Session 2 Chatting Online</p>				

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	How to report and get help if I encounter inappropriate materials or messages			Module 5j: Discernment and Trust part two	Module 1 Unit 3 Session 4 Seeing Stuff Online	25. I know when to ask for help and who to ask for help from			Internet Safety Week February

Upper Key Stage 2

		Come and See	Journey in Love	A Fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
Theme 3: Created to live in community	That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)				Module 3 Created to live in community				
	About the importance of living in right relationship with the range of national, regional, religious and ethnic identities in the United Kingdom and beyond, respecting difference	Other Faiths weeks		Module 5a: Life is Relational – especially for Persons! Module 5f: Tolerance Module 6f: Tolerance of what others think and do	Module 3 Unit 1 Session 1 Trinity House Module 3 Unit 1 Session 2 Catholic Social Teaching	36. I try to be accepting of others		Global Neighbours resource	World Day for Cultural Diversity 21 May

Upper Key Stage 2

		Come and See	Journey in Love	A fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers			Module 6f: Tolerance of what others think and do					
	That God is Trinity, a communion of persons								
	Demonstrate my gratitude to others for the good things in my life through words and actions	Ourselves Y5 Loving Y6 <i>(Domestic Church - Autumn term)</i>		Module 6b: Person and Nature Module 6g: Formed in their image	Module I Unit I Story sessions Kester's Adventures	20. I try to appreciate the beauty and the wonder in the world around me		One Day One World resource	World Environment Day 5 June
	Be self-disciplined and able to delay or even deny myself	Sacrifice Y5 Death & New Life Y6 <i>(Lent/Easter - Spring term)</i>		Module 5b: Self-Knowledge, Self-Possession, Self-Gift				Advent and Lent Resources	

Upper Key Stage 2

		Come and See	Journey in Love	A fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	Be self-disciplined and able to delay or even deny myself	Sacrifice Y5 Death & New Life Y6 <i>(Lent/Easter - Spring term)</i>		Module 5b: Self-Knowledge, Self-Possession, Self-Gift				Advent and Lent Resources	
	I can: Show care and concern for the special people in my life and put their needs before my own	Sacrifice Y5 Death & New Life Y6 <i>(Lent/Easter-Spring term)</i>		Module 6g: Formed in their image	Module 3 Unit 1 Session 1 Trinity House				
	Be loyal, able to develop and sustain friendships			Module 6a: God-given Nature, Freedom and Consent					
	Be just and fair, acting with integrity, understanding the impact of my actions locally, nationally and globally	Stewardship Y5 Common Good Y6 <i>(Universal Church - Summer term)</i>		Module 5f: Tolerance Module 5g: Tolerance and Solidarity Module 6g: Formed in their image Module 6f: Tolerance of what others think and do	Module 3 Unit 1 Session 2 Catholic Social Teaching			Climate and Environment Resource Laudato Si Care for our Common Home	Fairtrade Fortnight February World Health Day 7 April World Environment Day 5th June

Upper Key Stage 2

		Come and See	Journey in Love	A fertile Heart	Life to the Full	Statements to Live By	Science	Links to CAFOD	Links to Global Calendar
	Speak out about injustice in the wider world and what I can do to help	Stewardship Y5 Common Good Y6 <i>(Universal Church - Summer term)</i>		Module 5d: Freedom Module 5g: Tolerance and Solidarity Module 6f: Tolerance of what others think and do	Module 3 Unit 2 Session 1 Reaching Out			Fair Trade Resource Laudato Si Care for our Common Home	Fairtrade Fortnight February World Health Day 7 April World Environment Day 5 June
	Be forgiving, developing the skills to allow reconciliation in relationships	Freedom & Responsibility Y5 <i>(Reconciliation - Summer term)</i>		Module 5a: Life is Relational – especially for Persons! Module 6e: Being and Doing	Module 1 Unit 1 Story sessions Kester's Adventures	29. I try to forgive people when they hurt me			International day of Peace 21 September
	That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread				Module 2				

Resources Referenced in this Document:

Come and See – Sr Victoria Hummel – Matthew James Publishing Co Ltd <http://www.comeandseere.co.uk/>

Early Learning Goals from Statutory Framework for Early Years/Foundation Stage

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Science Curriculum 2014 <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

A Journey in Love – Sr Jude Groden RSM McCrimmon Publishing Co Ltd <http://www.mccrimmons.com/shop/relationships/>

Life to the Full – Ten: Ten Resources (including EYFS resources September 2010) www.tentenresources.co.uk/relationship-education

CAFOD – Catholic Agency for Overseas Development <http://cafod.org.uk/Education/Primary-schools>

Statements to Live By – Nurturing Human Wholeness Through the Distinctive Catholic Tradition – Frank McDermott and Theresa Laverick

<http://www.anamcara.org.uk/Nurturing%20Human%20Whole.html>

[Global Calendar](#)

<https://globaldimension.org.uk/calendar/>

***SDB** – Additional resources produced for Year 5 and Year 6 by Sister Dorothy Black (available from David Quinn)

Suggested Additional Resources:

All That I Am - Relationships and Sex education for Upper KS2 published by the Archdiocese of Birmingham

<http://all-that-i-am.co.uk/>

Social and Emotional Aspects of Learning (SEAL) published by Department for Education - National Strategies

<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009>

PSHE guidance from PSHE Association <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

<https://www.pshe-association.org.uk/>

It is strongly recommended that schools include in their annual curriculum planning some focused lessons about internet safety and all forms of bullying e.g. Internet safety week and anti – bullying week (see global calendar).