**PHSE/RSE Curriculum Map**

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|  | Autumn Term | | Spring Term | | Summer Term | |
| Nursery | Me, Myself and I  \*Demonstrate a positive sense of identity, self-confidence and self-esteem.  \*Recognise and value similarities and differences between themselves and others.  Is There Anyone Like Me?  \*To celebrate individuality and uniqueness.  \*To discuss similarities and differences.  Amazing Daisy  \*Demonstrate self-knowledge and self-esteem.  \*To understand the importance of persistence and set a goal to work towards.  Healthy Minds A  \*To show that they can pay attention to the inside and the outside.  The Colour Poem  \*Begin to connect emotions and emotion words to feelings and colours.  Begin to name emotions.  How We Feel  \*To name 2-3 emotions.  \*To recognise that everyone has feelings.  Wally The Wave  \*Name ‘big’ feelings (anger, frustration etc.).  \*Begin to demonstrate self-regulation and impulse control.  \*To understand that feelings change.  Healthy Minds B  \*To notice and name sounds and sensations.  I Have A Plan  \*To show ability to listen to others’ words.  \*To demonstrate compassion for all creatures – animals and humans.  The Wall  \*To further understand similarities and differences.  \*To celebrate diversity and accepting others.  \*Collaborate to create a piece of group artwork. | | The Tale of Baby Beetroot  \*To recognise kind behaviour.  \*To celebrate diversity.  Lara The Yellow Ladybird  \*To demonstrate a strong sense of identity.  \*To demonstrate an appreciation of diversity.  My Voice  \*To demonstrate self-esteem and self-confidence.  \*To demonstrate a sense of empowerment and voice, regardless of their gender.  Healthy Mind C  \*Name three things that they can do to calm their feelings.  \*To experience how calming can be helped by movement.  \*To know it is okay to have an accident and to self-forgive.  Kitchi’s Moccasins  \*To understand the importance of respecting everyone’s ideas, thoughts and feelings.  \*To think about being inclusive and kind to others who might be different from them.  Helping Hands  \*To understand that kind actions make a positive difference.  \*To name and appreciate contributions by people in their lives.  \*To know that all jobs can be performed by both men and women.  Diego’s Great Idea  \*To understand that no one should be excluded.  \*To explore friendships with those who are different to them.  \*To experience empathy.  Head, Heart and Hands  \*To further develop their perspective taking skills.  \*To understand kindness.  \*To associate the head with thought, heart with emotion and hands with actions.  My Amazing Brain  \*To understand the we all have a brain.  \*Name one thing the brain can do.  Healthy Minds D  \*Learn to apologise sincerely and offer help to another.  \*Say how it feels on the inside to forgive someone. | | Home  \*To understand that all people deserve shelter.  \*To understand that home around the world look different.  \*To name similarities and difference among homes around the world.  A Time To Be Noisy  \*Recognise feelings of excitement and frustration.  \*To identify strategies to help regulate emotions.  \*To understand that all emotions and feelings are okay.  I Love My Planet  \*To demonstrate a sense of responsibility for Earth.  \*To understand the importance of saving our natural resources.  \*To understand the interconnectedness of living creatures.  Anjali’s Kite  \*To understand the importance of kindness and sharing.  \*To take the perspectives of others and work collaboratively.  Healthy Minds E  \*To say one way they are the same and different from others.  \*To name one thing that everyone wants – peace.  Sizwe’s Smile  \*To understand that positive actions can have a positive effect on others and ourselves.  My Special Hair  \*To value themselves and express a healthy sense of identity.  \*To celebrate diversity.  Mum Loves Me So Much/Dad Loves Me So Much  \*To understand that everyone deserves to feel loved and cared for.  \*To recognise gender equality in family roles.  Healthy Minds F  \*Name three gifts the Earth gives to us.  \*Name three ways they can take care of Earth.  Caring Animals  \*To develop their own narratives as a reflection of the Think Equal content. | |
| Reception | Handmade with Love  \*To know we are created individually by God as part of His creation plan.  \* To recognise we are all God’s children and are special.  \*To know our bodies were created by God and are good.  \*To be able to give thanks to God.  I Am Me  \*To know that we are each unique with individual gifts and talents.  \*To know that whilst we all have similarities, because we are made in God’s image, difference is part of God’s plan.  Heads Shoulders, Knees and Toes  \*To know that their bodies are made by God.  \*To name parts of the body.  Ready Teddy  \*To know that our bodies are good and we need to look after them.  \*To know what constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene.  I Like, You Like, We All Like  \*To know that we all have different tastes but also similar needs.  \*To know it is natural for us to relate to and trust one another.  Good Feelings Bad Feelings  \* To develop a language to describe their feelings.  \* To have an understanding that everyone experiences feelings, both good and bad.  \* To have some simple strategies for managing feelings.  Let’s Get Real  \*To know how feelings can affect actions and that actions have consequences.  \*To recognise simple strategies for managing emotions and behaviours.  \*To know that we have choices and these choices can impact how we feel and respond.  \*To know we can say sorry and forgive like Jesus. | | Growing Up  \*To know that there are natural life stages from birth to death, and what these are.  New People, New Places  \*To know that change is part of growing up.  \*To recognise that their experiences of change will help them to transition to Year 1.  \*To know that God is with them every step of the way as they grown and change.  Classroom Shorts  These short sessions will continue to explore the theme of change:  \*You Are With Me  \*What Was It Like?  \*My Classroom  \*God Never Changes  \*Just You Wait  Role Model  \*To know we are part of God’s family.  \*To know that Jesus cared for others and wanted them to live good lives like Him.  \*We should love other people in the same way God loves us.  Who’s who?  \*To identify special people (e.g. parents, carers, friends) and what makes them special.  \* To recognise the importance of the nuclear family and of the wider family.  \*To see the importance of being close to and trusting of ‘special people’ and telling them is something is troubling them.  You’ve Got a Friend in me  \*To understand how their behaviour affects others and recognise appropriate and inappropriate behaviour.  \*To know some of the characteristics of positive and negative relationships.  \*To know about different types of teasing and that bullying is wrong and not acceptable.  Forever Friends  \*To recognise when they have been unkind to others and say sorry.  \*To know that when we are unkind we hurt God and should say sorry.  \*To recognise when people are being unkind to them and others and know how to respond.  \*To forgive like Jesus forgives.  What is the Internet?  \*To know that the internet connects us to others.  \*To know that internet helps us in lots of ways.  \*To know that only Jesus can help us with everything.  Playing Online  \*To know about safe and unsafe situations online.  \*To know that they can ask for help from their special people. | | Safe Inside and Out  \*To know about safe and unsafe situations indoors and outdoors, including online.  \* To know that they can ask for help from their special people.  My Body, My Rules  \*To know that they are entitled to bodily privacy.  \*To understand that they should be open with ‘special people’ they trust if anything troubles them.  \*To know that there are different people we can trust for help, especially those closest to us who care for us.  Feeling Poorly  \*To know that medicines should only be taken when a parent or doctor gives them to us.  \*To understand that medicines are not sweets.  \*To know that we should always try to look after our bodies because God created them and gifted them to us.  People Who help us  \*To know there are lots of jobs designed to help us.  \* To understand that paramedics help us in a medical emergency.  \* To know that first Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance.  God is Love  \*To know that God is love: Father, Son and Holy Spirit.  \* To understand that being made in His image means being called to be loved and to love others.  Loving God and Loving Others  \*To know what a community is, and that God calls us to live in community with one another.  \* To understand some Scripture illustrating the importance of living in a community.  \*To know that no matter how small our offerings, they are valuable to God and He can use them for His glory.  Me, You, Us  \*To understand that they belong to various communities, such as home, school, parish, the wider local area, nation and the global community.  \* To know that they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.  \* To know that we have a duty of care for others and for the world we live in (charity work, recycling, etc.)  \*To understand what harms and what improves the world in which they live.  When I Grow Up  \*To know about different types of jobs.  \*To understand that having a job can help us to look after each other and the world.  \*To know that God has given us all strengths, gifts and talents to do His work.  \*To recognise the strengths and interests needed to different jobs.  Classroom Shorts  These short sessions will continue to explore the theme of jobs, talents and interests:  \*What Do They Do?  \*What Do You Want To Be?  \*We Can Be  \*I Wish  Money Doesn’t Grow On Trees  \*To know that money helps us to buy things.  \*To recognise that wants and needs are different.  \*To know that God’s love and the love we share with others is freely given and our most important need.  Classroom Shorts  These short sessions will continue to explore the theme of Money:  \*What Is Money?  \*Where Does Money Come From  \*Counting and Choosing  \*What’s Worth Money?  \*The Lost Coin  \*The Chocolate Bar | |
| Year 1 | Let the Children Come  \*To know we are created individually by God  \*To understand that God wants us to talk to Him often through the day and treat Him as our best friend  \*To know that God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness  \* To know we are created as a unity of body, mind and spirit: who we are matters and what we do matters  \*To recognise that can give thanks to God in different ways  God Loves You  \*To know we are part of God’s family;  \*To understand that saying sorry is important and can mend friendships;  \*To know that Jesus cared for others and had expectations of them and how they should act;  \* To know we should love other people in the same way God loves us. | Special People  \*To identify ‘special people’ (their parents, carers, friends, parish priest) and what makes them special;  \*To understand the importance of nuclear and wider family;  \*To know the importance of being close to and trusting special people and telling them if something is troubling them.  Treat Others well…  \*To know their behaviour affects other people, and that there is appropriate and inappropriate behaviour;  \*To recognise the characteristics of positive and negative relationships;  \*To understand different types of teasing and that all bullying is wrong and unacceptable.  …and Say sorry  \*To recognise when they have been unkind and say sorry;  \*To recognise when people are being unkind to them and others and how to respond;  \*To know that when we are unkind to others, we hurt God also and should say sorry to him as well;  \*To know that we should forgive like Jesus forgives | Being Safe  \*To understand safe and unsafe situations, including online;  \*To know the difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them;  \*To know techniques for resisting pressure when feeling unsafe.  Physical Contact  \*To know that they are entitled to bodily privacy;  \*To know that there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.  Harmful Substances  \*To know that medicines are drugs, but not all drugs are good for us.  \* To know that alcohol and tobacco are harmful substances.  \* To know that our bodies are created by God, so we should take care of them and be careful about what we consume. | Can You help me? (Part 1)  \*To understand what is and isn’t an emergency;  \*To know to call 999 in an emergency and ask for ambulance, police and/or fire brigade.  Can You help me? (Part 2)  \*To know that if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999;  \*To be able to apply some basic principles of First Aid. | Three in one  \*To know that God is love: Father, Son and Holy Spirit;  \*To know that being made in His image means being called to be loved and to love others.  Who is my neighbour?  \*To know what a community is, and that God calls us to live in community with one another;  \*A scripture illustrating the importance of living in community as a consequence of this;  \* To know Jesus’ teaching on who is my neighbour. | The Communities We Live In  \*To know that they belong to various communities such as home, school, parish, the wider local community, nation and global community;  \*To know that they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;  \*To know that we have a duty of care for others and for the world we live in (charity work, recycling etc.);  Who Will I Be?  \*To know about some different types of jobs in the community;  \*To know about some of the gifts, skills and strengths needed to different jobs and that all jobs are open to boys and girls;  \*To know work is part of our purpose (vocation)  \*To recognise God has given us all strengths, gifts and talents to do His work.  Classroom Shorts  These short sessions will continue to explore the theme of gifts and talents, jobs and vocations:  \*If You Could Be Anything…  \*Apply Yourself  \*How Will I be Today?  \*God knows  \*Dress Up |
| Year 2 | Let the Children Come  \*To know we are created individually by God  \*To understand that God wants us to talk to Him often through the day and treat Him as our best friend  \*To know that God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness  \* To know we are created as a unity of body, mind and spirit: who we are matters and what we do matters  \*To recognise that can give thanks to God in different ways | I am unique  \*To learn that we are unique, with individual gifts, talents and skills.  Girls and Boys  \*To know that our bodies are good;  \*To name the parts of our bodies;  \*To know that girls and boys have been created by God to be both similar and different and together make up the richness of the human family.  Clean and Healthy (My Body)  \*To know that our bodies are good and we need to look after them;  \*To know what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;  \*The importance of sleep, rest and recreation for our health;  \*To know how to maintain personal hygiene. | Feelings; Likes and Dislikes  \*To know that it is natural for us to relate to and trust one another;  \*To know that we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);  \*To be able to use language to describe feelings.  Feelings Inside Out  \*Children will have a basic understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character.  Super Susie Gets Angry  \*To have some simple strategies for managing feelings and for good behaviour;  \*To know that choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;  \*To know that Jesus died on the cross so that we would be forgiven. | The Cycle of Life  \*Children will know and appreciate that there are natural life stages from birth to death, and what these are  Beginnings and Endings  \*To know what ‘death’ means;  \*To know about some feelings associated with grief;  \*What the Christian faith says about death and eternal life;  \*Some ways to support themselves and others grieving  Change Is All Around  \*To know that change is a part of life;  \*To understand that managing our feelings about change helps to prepare for future change;  \*To know that God is with us as we change and grow.  Classroom Shorts  These short sessions will continue to explore the theme of coping with change:  \*Super Suit  \*Change and Grow  \*Praying with St Patrick  \*Checklist | Three in One  \*To know that God is love: Father, Son and Holy Spirit  \* To know that being made in His image means being called to be loved and to love others  Who is my neighbour?  \*To know what a community is, and that God calls us to live in community with one another;  \*Children will learn about a scripture illustrating the importance of living in community as a consequence of this;  \*Jesus’ teaching on who is my neighbour. | The communities we live in  \*To know that they belong to various communities such as home, school, parish, the wider local community, nation and global community;  \*To recognise that they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;  \*To know that we have a duty of care for others and for the world we live in (charity work, recycling etc.);  \*To understand what harms and what improves the world in which we live.  Needs and Wants  \*To know that money is valuable and is used as an exchange for needs and wants;  \*To understand the difference between needs and wants;  \*To understand spending and saving choices;  \*That God’s love and the love we share with others is more valuable than anything.  Classroom Shorts  These short sessions will continue to explore the theme of money and managing money:  \*How Do You Look After Money?  \*Want or Need  \*The Widow’s Last Pennies  \*God’s Love Makes Me Glad  \*Because |
| Year 3 | Get Up  \*To know that we are created individually by God who is Love, designed in His own image and likeness  \*To understand that God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)  \*To know that every human life is precious from the beginning of life (conception) to natural death  \*To see that personal and communal prayer and worship are necessary ways of growing in our relationship with God.  The Sacraments  \*To recognise that in Baptism God makes us His adopted children and ‘receivers’ of His love  \*To know that by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).  \* To see that it is important to make a nightly examination of conscience.  Jesus My Friend  \*To know that God loves, embraces, guides, forgives and reconciles us with him and one another.  \*To recognise the importance of forgiveness and reconciliation in relationships, and some of Jesus’ teaching on forgiveness.  \*To know that relationships take time and effort to sustain.  \*To be able to reflect God’s image in our relationships with others: this is intrinsic to who we are and to our happiness. | Friends, Family and Others  \*To know ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong;  \*To recognise that there are different types of relationships including those between acquaintances, friends, relatives and family;  \*To know that good friendship is when both persons enjoy each other’s company and also want what is truly best for the other;  \*To know the difference between a group of friends and a ‘clique’  When things feel bad  \*To develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;  \*To learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond. | Sharing Online  \*To recognise that their increasing independence brings increased responsibility to keep themselves and others safe;  \*To know how to use technology safely;  \*To know that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;  \*To know how to report and get help if they encounter inappropriate materials or messages.  Chatting Online  \*To know how to use technology safely;  \*To recognise that bad language and bad behaviour are inappropriate;  \*To seehat just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;  \*To know to report and get help if they encounter inappropriate materials or messages.  Classroom Shorts  This short session will continue to explore the theme of keeping safe online:  \*Critical Thinking | Safe in My Body  \*To be able to judge well what kind of physical contact is appropriate or inappropriate and how to respond;  \*To know about different kinds of abuse;  \*To know that there are different people we can trust for help, especially those closest to us who care for us, including our teachers  .  Classroom Shorts  This short session will continue to explore the theme of keeping safe online:  \*Out and About: Railways  \*Out and About: Water  \*Out and About: Roads  \*Out and About: Fireworks  \*Out and About: Digital    Drugs, Alcohol and Tobacco  \*To know medicines are drugs, but not all drugs are good for us;  \* To know that alcohol and tobacco are harmful substances;  \*To understand that our bodies are created by God, so we should take care of them and be careful about what we consume. | First Aid Heroes  \*To know that in an emergency, it is important to remain calm;  \*To understand that quick reactions in an emergency can save a life;  \*To know that children can help in an emergency using their First Aid knowledge.  Rights and Responsibilities  \*To know that it is our responsibility to follow rules at home, school and in our country;  \*To know that some of our rules and laws are based on our rights;  \*To know that rights protect us;  \*To know that rules and rights are based on our values as a community;  \*To recognise that our Christian/Gospel values promote the dignity and equality of all because we are all children of God.  Classroom Shorts  These short sessions will continue to explore the theme of rights and equality:  \*We’re Not The Same…  \*…We’re All Different  \*Right to Vote  \*British Values  \*Hear our Prayer  \*It’s Not Your Fault | A Community of Love  \*To know God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’  \*To understand the human family is to reflect the Holy Trinity in mutual charity and generosity  What is the Church?  \*To know that the human family can reflect the Holy Trinity in charity and generosity;  \*To recognise that the Church family comprises of home, school and parish (which is part of the diocese).  How Do I Love Others?  \*To know that God wants His Church to love and care for others.  \*To devise practical ways of loving and caring for others.  Working Together  \*To know that there are many different types jobs and types of work;  \*To understand some of the factors that influence people’s choice of work;  \*To explore their own interests, skills and gifts in relation to their job aspirations;  \*To know that God calls us to work together to share His love and care for each other and the world.  Classroom Shorts  These short sessions will continue to explore the theme of work, jobs, and using our gifts and talents:  \*We Are Called  \*Same Job Different Pay  \*My Inspiration  \*Vocation, Vocation, Vocation  \*I Don’t Know |
| Year 4 | Get Up  \*To know that we are created individually by God who is Love, designed in His own image and likeness  \*To understand that God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)  \*To know that every human life is precious from the beginning of life (conception) to natural death  \*To see that personal and communal prayer and worship are necessary ways of growing in our relationship with God. | We don’t have to be the same  \*To recognise similarities and differences between people arise as they grow and make choices, and that by living and working together (‘teamwork’) we create community;  \*To know that self-confidence arises from being loved by God (not status, etc.).  Respecting Our Bodies  \*To know about the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.  What is Puberty?  \*To learn what the term puberty means;  \*To learn when they can expect puberty to take place;  \*To understand that puberty is part of God’s plan for our bodies.  Changing Bodies  \*To learn correct naming of genitalia;  \*To learn what changes will happen to boys during puberty;  \*To learn what changes will happen to girls during puberty.  Boy/Girl Discussion Groups:  \*This is an opportunity for boys and girls to have chance to ask any further questions that have arisen in smaller groups where they may feel more comfortable. | What am I feeling?  \*To know that emotions change as they grow up (including hormonal effects);  \*To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action;  \*To know what emotional well-being means;  \*To understand positive actions help emotional well-being (beauty, art, etc. lift the spirit);  \*To know that talking to trusted people helps emotional well-being.  What am I Looking at?  \* To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.  I am Thankful  \*To know that some behaviour is wrong, unacceptable, unhealthy and risky;  \*To understand that thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media. | Life Cycles  \*To know that they were handmade by God with the help of their parents;  \*To know how a baby grows and develops in its mother’s womb including, scientifically, the uniqueness of the moment of conception;  \*To understand; conception and life in the womb fits into the cycle of life.  A Time for Everything  \*To understand what death means;  \*To learn about some feelings often associated with grief;  \*To know what the Christian faith says about death and eternal life;  \*To explore some ways to support themselves and others when they are grieving.  Big Changes, Little Changes:  \*To understand that change is a part of life and there are different kinds of change;  \*To learn about some feelings often associated with change;  \*To know that God is always with us as we change and grow;  \*To learn coping strategies to support themselves and others  Classroom Shorts  These short sessions will continue to explore the theme of change:  \*First Day  \*Be Present  \*Christ Within Me  \*Pause | Community of Love  \*God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’  \*The human family is to reflect the Holy Trinity in mutual charity and generosity  What is the Church?  \*To understand the human family can reflect the Holy Trinity in charity and generosity.  \*To know that the Church family comprises of home, school and parish (which is part of the diocese). | How do I love others?  \*To know that God wants His Church to love and care for others.  \*To devise practical ways of loving and caring for others.  Money Matters  \*To know that all forms of money have advantages and disadvantages;  \*To recognise that our attitudes to money and our choices about spending, saving and giving impacts on ourselves and others;  \*To understand that budgeting helps us to keep a track of spending and saving;  \*To know that our faith guides our values and reminds us of the importance  Classroom Shorts  These short sessions will continue to explore the theme of money:  \*Good Value  \*Make a Difference  \*Real Risks  \*Lazarus and the Rich Man  \*Spend or Save |
| Year 5 | Calming the Storm  \*To know we were created individually by God who cares for us and wants us to put our faith in Him.  \*To recognise that physically becoming an adult is a natural phase of life.  \*To know that lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it!  God is Calling You?  \*To know that God calls us to love others.  \*To know ways in which we can participate in God’s call to us. | Under Pressure  \*To know that pressure comes in different forms, and what those different forms are;  \*To know there are strategies that they can adopt to resist pressure.  Do you want a piece of cake?  \*To understand what consent and bodily autonomy means;  \*To discuss and reflect on different scenarios in which it is right to say ‘no’.  Self Talk  \*To learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;  \*To apply this approach to personal friendships and relationships | Sharing isn’t always caring  \*To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.  \*To know how to use technology safely.  \*To know that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.  \*To know to report and get help if they encounter inappropriate materials or messages  Cyberbullying  \*To understand what the term cyberbullying means and examples of it;  \*To recognise what cyberbullying feels like for the victim;  \*To know how to get help if they experience cyberbullying.  Classroom Shorts  This short session will continue to explore the theme of keeping safe online:  \*Content Consumers | Types of Abuse  \*To be able to judge well what kind of physical contact is acceptable or unacceptable and how to respond.  \*To see that there are different people we can trust for help, especially those closest to us who care for us, including parents and teachers.  Classroom Shorts  These short sessions will continue to explore the theme of abuse and laws around abuse:  \*Against the Law  \*Marriage Can’t be Forced  Impacted Lifestyles  \*To understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.  \*To learn how to make good choices about substances that will have a positive impact on their health.  \* To know that our bodies are created by God, so we should take care of them and be careful about what we consume.  Classroom Shorts  These short sessions will continue to explore the theme of substance abuse:  \*What We Know Now  \*Passive Smoking, Vaping and Quitting | Making Good Choices  \*Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco;  \* To learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies.  Giving Assistance  \*To know that the recovery position can be used when a person is unconscious but breathing;  \* To know that DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance | The Trinity  \*To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity;  \*To know that the Holy Spirit works through us to bring God’s love and goodness to others.  Catholic Social Teaching  \*To know the principles of Catholic Social Teaching;  \*To know that God formed them out of love, to know and share His love with others.  Reaching Out  \*To learn to apply the principles of Catholic Social Teaching to current issues;  \*To find ways in which they can spread God’s love in their community.  The World of Work  \*To learn about the process of getting a job;  \*To understand how stereotyping can affect work aspirations and learn to challenge such attitudes;  \*To consider jobs in different sectors, learning pathways and their own job aspirations.  Classroom Shorts  These short sessions will continue to explore the theme of aspirations and work:  \*Always Learning  \*Being SMART  \*Beyond School  \*Working in Me  \*Project Persevere |
| Year 6 | Calming the Storm  \*To know we were created individually by God who cares for us and wants us to put our faith in Him.  \*To recognise that physically becoming an adult is a natural phase of life.  \*To know that lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it! | Gifts and Talents  \*To know similarities and differences between people arise as they grow and mature, and that by living and working together (‘teamwork’) we create community;  \*To recognise that self-confidence arises from being loved by God (not status, etc).  Girls Bodies  \*To know that human beings are different to other animals;  \*To learn about the unique growth and development of humans, and the changes that girls will experience during puberty;  \*To learn about the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;  \*To understand the need for modesty and appropriate boundaries.  Boys Bodies  \*To know that human beings are different in kind to other animals;  \*To know about the unique growth and development of humans, and the changes that boys will experience during puberty;  \*To know about the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;  \*To understand the need for modesty and appropriate boundaries.  Spots and Sleep  \*To know how to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc | Body Image  \*To recognise that images in the media do not always reflect reality and can affect how people feel about themselves  \*To understand that thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media  Funny Feelings  \*To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action.  \*To know that some behaviour is wrong, unacceptable, unhealthy or risky.  Emotional Changes  \*To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action.  \*To know that some behaviour is wrong, unacceptable, unhealthy or risky.  Seeing Stuff Online  \*To see the difference between harmful and harmless videos and images;  \*To know the impact that harmful videos and images can have on young minds;  \*To know ways to combat and deal with viewing harmful videos and images | Making Babies  \*To know how a baby grows and develops in its mother’s womb.  \*To understand the basic scientific facts about sexual intercourse between a man and woman;  \*To know the physical, emotional, moral and spiritual implications of sexual intercourse;  \*To understand the Christian viewpoint that sexual intercourse should be saved for marriage  Menstruation  \*To know about the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;  \*To recognise some practical help on how to manage the onset of menstruation | Hope Beyond Death  \*To have an understanding of what death means;  \*To recognised feelings connected with grief;  \*To understand what the Christian faith says about death and eternal life;  \*To have knowledge of ways that we support ourselves and others when they are grieving.  Coping with Change  \*To know that there are many emotions and feelings connected with change;  \*To understand that gratitude and positivity helps to build resilience;  \*To know some coping strategies to manage change;  \*To know that God is always with them.  Classroom Shorts  These short sessions will continue to explore the theme of change, particularly the upcoming change of secondary transition, as well as peer pressure:  \*Naming Feelings;  \*Starting Secondary School  \*Peace Under Pressure  \*St Patrick’s Breastplate  \*Dear Diary  Build Others Up  \*To understand what prejudice, bullying and discrimination means and how to challenge them;  \*To know what protected characteristics are and how they link to the Equality Act 2010;  \*To know that everyone is made in the image and likeness of God, loved unconditionally by Him, has equal rights and deserves equal respect.  Classroom Shorts  These short sessions will continue to explore the theme of equality and how to respond in given situations:  \*Recognise  \*Respond  \*Stereotypes  \*Differences  \*Attraction | The Trinity  \*To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity.  \*To know that the Holy Spirit works through us to bring God’s love and goodness to others.  Catholic Social Teaching  \*To know the principles of Catholic Social Teaching;  \*To know that God formed them out of love, to know and share His love with others.  Reaching Out  \*To learn to apply the principles of Catholic Social Teaching to current issues;  \*To find ways in which they can spread God’s love in their community.  Money and Me  \*To recognise a wide variety of payment options;  \*To know the importance of budgeting and tracking, spending and saving;  \*To know about the hierarchy of needs and other influences on spending choices;  \*To recognise that some have more money than others;  \*To know that God asks us to be good stewards of our money and resources.  Classroom Shorts  These short sessions will continue to explore the theme of money:  \*Let’s Talk About Tax  \*You Bet!  \*Gaming, Gabling and more  \*Money Makes the World Go Around  \*Parable of the Talents  \*It’s Not Fair |