St Joseph’s Catholic Primary School, a Voluntary Academy, Langwith Junction.



Curriculum Overview

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| RE Long Term Plan  |
| Class | Advent Term | Lent Term | Pentecost Term |
| Nursery  | Domestic Church **Myself**  | Baptism/Confirmation**Welcome** | Advent**Birthday**  | Local Church**Celebrating**  | Eucharist**Gathering**  | Lent**Growing**  | Pentecost**Good News**  | Reconciliation**Friends** | Universal Church**Our World** |
| Reception  | Domestic Church **Myself**  | Baptism/Confirmation**Welcome** | Advent**Birthday** | Local Church**Celebrating**  | Eucharist**Gathering**  | Lent**Growing**  | Pentecost**Good News**  | Reconciliation**Friends** | Universal Church**Our World** |
| Year One | Domestic Church **Families** | Baptism/Confirmation**Belonging** | Advent**Waiting**  | Local Church**Special People**  | Eucharist**Meals**  | Lent**Change**  | Pentecost**Holidays and Holydays** | Reconciliation**Being Sorry** | Universal Church**Neighbours** |
| Year Two | Domestic Church **Beginnings**  | Baptism/Confirmation**Signs and Symbols** | Advent**Preparations** | Local Church**Books** | Eucharist**Thanksgiving** | Lent**Opportunities**  | Pentecost**Spread the Word** | Reconciliation**Friends** | Universal Church**Treasures** |
| Year Three | Domestic Church **Homes** | Baptism/Confirmation**Promises** | Advent **Visitors** | Local Church**Journeys**  | Eucharist**Listening and sharing** | Lent**Giving All**  | Pentecost**Energy** | Reconciliation**Choices** | Universal Church**Special Places** |
| Year Four | Domestic Church **People** | Baptism/Confirmation**Called** | Advent**Gifts** | Local Church**Community**  | Eucharist**Giving and receiving** | Lent**Self Discipline** | Pentecost**New Life** | Reconciliation**Building Bridges** | Universal Church**God’s People** |
| Year Five  | Domestic Church **Ourselves** | Baptism/Confirmation**Life Choices** | Advent**Hope**  | Local Church**Mission**  | Eucharist**Memorial Sacrifice** | Lent**Sacrifice**  | Pentecost**Transformation** | Reconciliation**Freedom and Responsibility**  | Universal Church**Stewardship** |
| Year Six | Domestic Church **Loving** | Baptism/Confirmation**Vocation and Commitment**  | Advent**Expectations** | Local Church**Sources**  | Eucharist**Unity**  | Lent**Death and New Life** | Pentecost**Witnesses** | Reconciliation**Healing** | Universal Church**Common Good** |

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| Writing Long Term Plan  |
| Class | Advent Term | Lent Term | Pentecost Term |
| Year One | Recount | Traditional NarrativeLittle Red Riding Hood | Narrative with a familiar settingOn the Way Home | Explanation Text | Narrative adventure story Whatever Next! | Biography | Non-chronological report | Fable | Newspaper Report |
| Year Two | Recount | Narrative with a familiar settingThe Gruffalo  | Narrative structureThe Tiger Who Came to Tea  | Biography | Narrative Traditional TaleJack and the Beanstalk  | Explanation Text | Persuasion Letter | Narrative adventure storyWhere the Wild Things Are  | Non-chronological report |
| Year Three | Explanation Text | Narrative adventureStoryBill’s New Frock | Persuasion Letter | MythsPandora’s Box | Newspaper Report | Play scriptHercules Superhero  | Narrative historical settingEscape from Pompeii   | Biography | Narrative fantasyIce Palace |
| Year Four | Biography | Narrative character descriptionThe Lost Happy Endings  | Non-chronological report | Narrative historical settingThe Thieves of Ostia  | Newspaper Report | Narrative adventureThe Firework Makers Daughter  | Recount | Narrative fantasyIndian in the Cupboard  | Discussion textBalanced argument |
| Year Five  | Biography | Narrative adventureStoryNarnia | Explanation | Narrative historical settingTreason  | Non-chorological report | Narrative fantasyOdyssey  | Persuasion Letter | Narrative classic textMacbeth  | Non-chorological report |
| Year Six | Autobiography | Narrative Historical settingClockwork | Explanation | Narrative dialogueWedding Ghost | Discussion text Balanced argument | Narrative adventure | Persuasive letters | Narrative character descriptionHoles  | Newspaper Report |

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| Science Long Term Plan  |
| Class | Advent Term | Lent Term | Pentecost Term |
| NurseryCycle 1  | **Living things and the Environment**(Biology) | **Materials**(Chemistry) | **Seasonal changes**(Physics) | **Plants and Animals**(Biology) | **Natural world**(Biology) | **Animal lifecycles**(Biology) |
| NurseryCycle 2 | **Seasonal changes**(Physics) | **Animal lifecycles**(Biology) | **Materials**(Chemistry) | **Plants and Animals**(Biology) | **Natural world**(Biology) | **Living things and the Environment**(Biology) |
| ReceptionCycle 1  | **Floating and sinking**(Physics) | **Properties of Materials**(Chemistry) | **Seasonal changes**(Biology) | **Animals**(Biology) | **Plants**(Biology) | **Life cycles**(Biology) |
| ReceptionCycle 2 | **Seasonal changes**(Biology) | **Life cycles**(Biology) | **Properties of Materials**(Chemistry) | **Plants**(Biology) | **Animals**(Biology) | **Floating and sinking**(Physics) |
| Year One | **Plants** (Biology) | **Everyday Materials**(Chemistry) | **Properties of Materials** (Chemistry) | **Animals** (Biology) | **Human Body**(Biology) | **Seasonal changes** (Physics) |
| Year Two | **Materials** (Chemistry) | **Changing Materials**(Chemistry) | **Floating and Sinking**(Physics) | **Plants** (Biology) | **Animals including humans** (Biology) | **Living things and habitats** (Biology) |
| Year Three | **Plants** (Biology) | **Rocks and Soils**(Chemistry) | **Nutrition** (Biology) | **Forces and Magnets** (Physics) | **Light and Dark** (Physics) | **Animals including Humans**(Biology) |
| Year Four | **Electricity** (Physics) | **Living Things** (Biology) | **States of Matter** (Chemistry) | **Teeth** (Biology) | **Digestion** (Biology) | **Sound** (Physics) |
| Year Five  | **Micro-Organisms** (Biology) | **Earth Sun and Moon** (Physics) | **Materials-Dissolving and Mixing** (Chemistry) | **Forces** (Physics) | **Plants** (Biology) | **Animals including Humans** (Biology) |
| Year Six | **Evolution**(Biology) | **Electricity**(Physics) | **Light**(Physics) | **Circulatory System**(Biology) | **Living things and Inheritance**(Biology) | **Living Things** (Biology) |

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| History Long Term Plan |
| Class | Advent Term | Lent Term | Pentecost Term |
| NurseryCycle 1 | Me and My Community | Weather Wonderland | Prehistoric World |
| Own life story  | Cultures around the world | Dinosaurs Environments in the past  |
| NurseryCycle 2 | Changes | Once Upon a Time | Oh the Places You Will Go |
| Changes in our life stories | Own life story | Cultures around the worldSpace travel |
| ReceptionCycle 1 | People who help us | Moon Zoom  |  |
| Understanding the lives of other peopleSignificant events in own experiences | Special times and events in our pastSignificant events in the past | Dinosaurs Environments in the past *Mary Anning* |
| ReceptionCycle 2 | Changes | Once Upon a Time | Oh the Places You Will Go |
| Environments in the past Understanding the past | Own life storySpecial times and events in our pastTraditional tales and link to real life | Cultures around the world*Christopher Columbus**Marco Polo*Space Travel*Neil Armstrong* |
| Year One | People who help is | Moon Zoom | Bright Lights, Big Cities |
| Florence Nightingale | The History of Flight   | The Great Fire of London |
| Year Two | Street Detectives | Land Ahoy! | Beachcombers |
| Local History - Shirebrook Colliery  | Explorers | History of the Beach - Victorian’s on the beach |

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| Class | Advent Term | Lent Term | Pentecost Term |
| Year Three | Tribal Tales | Gods and Mortals  | Tremors  |
| Changes in Britain from the Stone Age to the Iron Age | The life and achievements of the Ancient Greeks | Pompeii and Roman life |
| Year Four | Indus Valley | I am Warrior  | Traders and Raiders |
| The achievements of the Indus Valley | The history of the Anglo Saxons  | The history of the Viking in Britain |
| Year Five | Pharaohs | Off with her head! | Fire damp and Davy lamps |
| The achievements of the Ancient Egyptians  | The life and reign of the Tudor family and their impact on modern Britain | A local study of the history of Shirebrook Colliery  |
| Year Six | Revolution | A Child’s War | Hola Mexico |
| The industrial Revolution  | Impact on children during the warLife during WWII | The achievements of the Mayans and cultures and traditions of Mexico |

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| Geography Long term Plan  |
| Class | Advent Term | Lent Term | Pentecost Term |
| NurseryCycle 1 | Me and My Community | Weather Wonderland | Prehistoric World |
| Immediate environmentMap features  | Seasons Countries Climates  | Environments VolcanoesRecycling |
| NurseryCycle 2 | Changes | Once Upon a Time | Oh the Places You Will Go |
| Seasons Climates | Immediate environmentMap features | Countries Environments RiversMountains |
| Reception(Cycle 1) | Me and My Community | Weather Wonderland | Prehistoric World |
| Draw information from a mapPeople who help usLocal environment | Seasons Countries Climates | Understand their local environment Compare countriesVolcanoesRecycling |
| Reception(Cycle 2) | Changes | Once Upon a Time | Oh the Places You Will Go |
| Seasons Countries Climates | People who help usLocal environment | Understand their local environmentDraw information from a map Compare countriesRecycling |
| Year One | People who help is | Moon Zoom | Bright Lights, Big Cities |
| Understanding the UK | Understanding the world (Europe)  | Understanding the Human and Physical Features of London |
| Year Two | Street Detectives | Land Ahoy! | Beachcombers |
| Local Geography and land use | Understanding the world | Human and Physical features of UK and non-EU coastline |

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| Class | Advent Term | Lent Term | Pentecost Term |
| Year Three | Tribal Tales | Gods and mortals  | Tremors  |
| Land use andTopographical features of the UK | Europe (Greece) Topographical features of EuropeLand use | The EarthVolcanoes and EarthquakesEarth’s make up |
| Year Four | Indus Valley | I am Warrior  | Traders and Raiders |
| MountainsLocation of mountain rangesVegetation | Northern EuropeEnvironmental regionsKey Physical and Human characteristics | Coastlines and UK settlements |
| Year Five | Pharaohs | Off with her head! | Fire damp and Davy lamps |
| World ClimatesClimate zonesBiomes | RiversWater cycleFloodingLand use | Local area studyLand useDistribution of resources |
| Year Six | Revolution | A Child’s War | Hola Mexico |
| World GeographyEconomic activityLand useClimate change | World War GeographyChanges in countriesMigrationPopulation | AmericasHuman and Physical FeaturesTime ZonesClimates |

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| German LongTerm Plan  |
| Class | Advent Term | Lent Term | Pentecost Term |
| Year One | Guten TagAufwiedersehenWie geht’s?Wie heißt du?Zahlen 1-12Wie alt bist du?Weihnachten | Wo wohnst du?Die WochentageFaschingDie FarbenZahlen 13-20Ostern | Das WetterDie FamilieDie GeschwisterDie Haustiere |
| Year Two | Die Zahlen bis 30Die MonateGeburtstagCharakterDie StadtWeihnachten | Die StadtFaschingZimmerSchuleOstern | SchulfachHobbysLieblingshobbyDer Körper |
| Year Three | Guten TagWo wohnst du?Mein GeburtstagDas AlphabetMeine TascheWeihnachten | In der Klasse (1)FaschingMein StundenplanOstern | Mein StundenplanDeutsch ist toll!Wie spät ist es?In der Klasse (2)Das PausenbrotWas trägst du zur Schule? |
| Year Four | GeschwisterHaustiereBeschreibungenStefans FamilieBist du kreativ?Weihnachten | Bist du kreativ?BriefeFaschingSportOstern | HobbysFamilienfreizeitBrieffreundeTreffpunktMeine Lieblingssachen |
| Year Five  | Hier wohne ichMein HausSo helfe ichMein ZimmerMeine ArbeitseckeWeihnachten | Meine ArbeitseckeBesser schreibenFaschingMeine StadtMan kann vieles machenOstern | Man kann vieles machenDas HamburgspielIm EiscafeAn der ImbissstubeSchule aus |
| Year Six | HalloWie ist das Wetter?In der KlasseGestern NachmittagGestern VormittagWie spät ist es?Weihnachten | Wie spät ist es?FaschingMeine FerienTransport-AuswahlOstern | Transport – AuswahlAuf KlassenfahrtAuf dem BahnhofIm FundbüroFerienpostkarten |

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| PE Long Term Plan  |
| Class | Advent Term | Lent Term | Pentecost Term |
| Nursery  | Introduction to School | Introduction to PE: Unit 1 | Fundamentals: Unit 1 | Dance: Unit 1 | Gymnastics: Unit 1 | Ball Skills: Unit 1 |
| Reception  | Forest Schools | Forest Schools  | Fundamentals: Unit 2 | Dance: Unit 2 | Gymnastics: Unit 2 | Ball Skills: Unit 2 |
| Year One | Fundamentals | Ball Skills  | Dance  | Gymnastics | Net and Wall Games | Athletics |
| Year Two | Fundamentals | Invasion Games | Dance | Gymnastics  | Striking and Fielding | Athletics |
| Year Three | Invasion Games- Netball | Yoga | Dance  | Gymnastics | Invasion Games- Football | Athletics/OAA |
| Year Four | Invasion Games- Hockey | Dance  | Gymnastics | Paralympic Sports | Striking and Fielding- Cricket | Athletics/OAA |
| Year Five  | Invasion Games- Basketball | Dance | Gymnastics | Invasion Games- Handball | Net/Wall Games- Tennis | Athletics/OAA |
| Year Six | Invasion Games- Tag Rugby | Fitness | Dance | Gymnastics | Striking and Fielding- Rounders | Athletics/OAA |

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| Art and DT Long Term Plan  |
| Class | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1  | Pentecost 2 |
| Nursery  | ArtDrawing faces & showing emotions | ArtColour mixing DT- Box modelling | ArtLeaf printingDT- Construction- Making structures stable | ArtWinter collages with mixed media | ArtMoulding clay shapesArtRubbings (from stencils/trees)Drawing faces & showing emotions  | DT-Mechanisms-/LeversSplit pin turtles DT-Construction Volcano |
| Reception  | ArtDrawing & paintinganimals | DTBox model world- range of buildings/trainsArtWeaving | DTGrowing Veg | ArtCollage-Flower/plant stained glass  | ArtVan Gogh inspired sunflower prints Flower clay impressions. | ArtClay-Insect mosaics Collage inspired by Antoni GaudiDTProduct Design (cutting and joining materials)Sunhat |
| Year One | ArtDrawing & paintingCicelyMary Barker inspired paintings | DTProduct design (Cutting/joining materials)Woodland mask | ArtPainting and sculpturePapier mache planets | DTMechanisms (sliders and levers) Moving book  | ArtPrinting (rubbing, pressing and stamping)London Skyline print  | ArtClay Zaha Hadid inspired clay buildings |
| Year Two | ArtDrawing, charcoal & pastelsLowry inspired street scenes | ArtDrawing & clayCastle clay thumb pots | DTStructures (electrical)Electrical lighthouse | DTProduct design/ Joining textiles Felt finger pirate puppet | ArtPainting & digital artWassily Kandinsky inspired art | ArtPrinting Collograph ocean print |
| Year Three | ArtDrawing, charcoal & pastelsStone age inspired cave paintings | ArtClayClay coil Beaker pot | ArtDigital artworkNatural disaster inspired digital artwork | ArtDrawing & sculpturePeople of Pompeii inspired figure drawing and sculptures | DTMechanical & electrical systems. (Wheels and axles.)Trojan horse vehicle | DTStructures (strengthening)Greek inspired building |
| Year Four | ArtTextiles (Cross stitch)American Indian inspired cross stitch bookmark | ArtDrawing & PaintingGeorgia O’Keefe inspired artwork | DTProduct design(Joining and finishing textiles)Roman felt drawstring bag | ArtClay (Relief slab)Roman inspired clay relief tile | ArtDrawing & Printing (Mono-print 1 colour)Bayeux tapestry inspired monoprint | DTMechanisms(Levers)Medieval trebuchet  |
| Year Five  | ArtDrawing & clayAncient Egyptian inspired clay pinch pot | DTMechanisms(Levers/Pulleys/stabilising structures)Ancient Egyptian Shaduf with a Pulley mechanism | ArtDrawing & paintingHans Holbein inspired portrait | DTMechanisms(Linkages)Tudor inspired pop up card | ArtDrawing & printing(Mono-print 2 or more colours)Pitman painters inspired monoprint | DTProduct design(Cutting, joining and finishing)Miner’s bird cage |
| Year Six | ArtDrawing, Printing (relief) & and digital artWilliam Morris inspired prints | ArtDrawing & Painting Claude Monet inspired artwork | DTMechanisms(Cams)Moving cam toys | ArtDrawing & sculptureBarbara Hepworth inspired soap sculpture | ArtDrawing and Oil pastels Frida Kahlo inspired portraits | DTProduct design Cutting, joining and finishing textiles.Felt skull keyring |
|  |  |  |  |  | DT/ComputingMechanical and electrical systems(Computer programming)Kinnects fairground ride programmed and controlled by Flowol interface |

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| Computing Long Term Plan  |
| Class | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1  | Pentecost 2 |
| Nursery  | Computer science- algorithmsRemote control carsIT SoftwareCamera skills &Using Apps  | Computer science- algorithmsRemote control carsDigital literacyE safety- People who keep us safe online | Computer science- everyday algorithms-Now and next/routines. Routine of the day, First/then/next | Computer science- everyday algorithms-Now and next/routines. Routine of the day, First/then/next | Computer science- everyday algorithmsDescribing a familiar route/familiar words- (in front/behind)IT softwareCamera skills-Selfies | Computer science everyday algorithmsDescribing a familiar route/familiar words- (in front/behind) |
| Reception  | Digital literacyE safety- use technology with an adult | Digital literacyE safety- use technology with an adult | Remote control carsMapping- directions | Remote control carsMapping- directions | IT softwareCamera skills-Taking pictures of own work | IT softwareInteractive smart board- taking register |
| Year One | Digital literacy E safetyUse technology safely  | Computer science- Computer systemsTechnology | Computer science- Algorithms Sequencing using 2Go software | IT- SoftwareStorybook using 2 create & 2 paint a picture software (Word processing) | Computer science- AlgorithmsSequencing using Robot/Beebots | IT- SoftwareData/Pictograms using 2 Count software |
| Year Two | Digital literacy E safetyUse technology safely and respectfully | Computer Science- Computer systemsTechnology around us | Computer science- AlgorithmsSequencing using 2 sequence music software | IT- SoftwarePresenting ideas using 2 connect software(Word processing) | Computer science- AlgorithmsSequencing/On screen robot using 2 Go software | IT- softwareData/Pictograms using 2 Count software |
| Year Three | Digital literacyE safetyUse technology safely, respectfully and responsibly -recognise acceptable/unacceptable behaviour | Computer science-Computer networksNetworksthe internet | Computer science-ProgrammingFlow charts (Sequencing and repetition) using 2 chart software | IT- SoftwarePresenting ideas using Word & PowerPoint software(Word processing) | Computer science- Programming Gaming using 2 code chimp software (Sequencing and repetition) | IT- softwareData/Graphs using 2 Graph software |
| Year Four | Digital literacy E safetyUse technology safely, respectfully and responsibly- recognise acceptable/unacceptable behaviour | Computer science- Search technologiesEffective searching | Computer science-Programming On screen turtle (Sequencing and repetition) using 2 Logo software | IT- SoftwareStop frame animation using2 animate stop software (Film) | Computer science- Programming Gaming using 2 code Gibbon software(Sequencing , variables & selection) | IT- softwareData/Branching databasesUsing 2 Question software |
| Year Five  | Digital literacy E safetyUse technology safely, respectfully and responsibly -identify ways to report concerns about content and contact | Computer science- Networks and search technologiesEvaluating digital content and network rankings | Computer science- ProgrammingRobot (Sequencing, repetition and selection) using Pro bot cars | IT- SoftwareFilm usingiMovie software(Film) | Computer science- Programming Gaming using 2 code Gorilla software(Sequencing, and selection) | IT- SoftwareData/Creating databases using 2 Investigate software |
| Year Six | Digital literacy E safetyUse technology safely, respectfully and responsibly- identify a range of ways to report concerns about content and contact | Computer science- Networks and search technologiesNetworks and opportunities for communication and collaboration | Computer science- ProgrammingGaming (Sequencing, repetition and variables) using 2 code Gorilla software | IT- SoftwareMultimedia presentation using PowerPoint software(Multimedia) | Computer science- Programming (Selection & sub routines)Simulations using Flowol software and interfaces | IT- SoftwareData/Spreadsheets using Excel software |

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| **Keeping Physically Safe – Physical relationships** |
| **Year group** | **Coverage** |
| Reception & Y1 | Your Body Belongs to you |
| Year 1 | Guide to Touch |
| Year 2 | This is my Body – No Trespassing |
| Year 3 & 4 | I said No |
| Year 5 & 6 | Some secrets should never be kept |
| Year 5 & 6 | Alright Charlie |

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| **Prevent and Radicalisation – Intellectual relationships** |
| **Year Group** | **Coverage** |
|  | **Who Am I?** | **Who are we?** | **Where do we live?** | **How do we all live together?** |
| EYFS | **Focus**Understand who composes our family. | **Focus**Understand fitting in and how we fit into different groups | **Focus**Know where our home and school is. | **Focus**Develop respect for yourself |
|  | Something Else |  | Being new |
| Year 1 | **Focus** Understand who composes our family.Our relationship with God. | **Focus**Understand fitting in and how we fit into different groupsHow do we see the place in which we live? | **Focus**How do we see the place in which we live? | **Focus**Respect for my friends |
|  | Something ElseA postcard from | A postcard from | Being new |
| Year 2 | **Focus** Understand who composes our family.Our relationship with God.We are all unique but made in the image of God. | **Focus**Understand fitting in and how we fit into different groups.How do we see the place in which we live? | **Focus**How do we see the place in which we live?Explore the way people think and feel about where they live. | **Focus**Respect for my communityRespect for my world |
|  | Something ElseA postcard from | A postcard fromVoices in the park (book) | Being new |

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| Year 3 | **Focus**Explore different features of identity.Understand how we see others and how others see us.Are we always happy with who we are? | **Focus**Move from seeing ourselves just as individuals, to seeing that we are also part of a group with things in common and things that are different. | **Focus**See our place as a global communityWays in which we would choose to represent the place where we live.Explore local, national and global scales of where we live. | **Focus**Explore how two communities are connected and the different pathways they share.Explore ways in which we are connected to people/places/cultures in other parts of the world.Develp an understanding of diversity and overcoming prejudice. |
| Identity CirclesVisible and Invisible differencesQuestioning Willy the Wimp | Change placesMy place through a lens | Thinking on your feetConnected CommunitiesGoogle my place | Global ConnectionsA rich tapestry |

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| Year 4 | **Focus**Discover the connections between themselves.What has made me who I am? | **Focus**Explore who we are and how we combine all information to tell us who we are together.Ways in which we visually represent our own groups and learn about others.Understand the places that determine who we are. | **Focus**Explore where place names come from and what meaning might be contained within a place name.Review where our place is in the world. | **Focus**Explore ways in which people support and help us in different parts of our lives.Explore the unwritten rules that help us to live together. |
| Strand by meWhat’s in my backpack? | A box full of usFlying the flagMapping who we are. | BritkidPlace namesWhere is our place | Helping handsIt goes without sayingPlaying Sports together |
| Year 5 | **Focus**Explore how we tell who somebody is. | **Focus**Ways in which we visually represent our own groups and learn about others. | **Focus**What does our place mean to you and how it is represented to others.Explore the things we value most about where we live. | **Focus**Develop an understanding of our place in the world and begin to raise awareness of issues which may lead to extremism. |
| Who’s who?Identity mysteries | Now you see it | Message in a bottleHoot (book)My top 10 of place | A multi-cultural communitySilence SeekerStar fish storyThe lost thing |

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| Year 6 | **Focus**Can we tell who people are and what they are like from their appearances?Identify what information is important when describing yourself to someone else. | **Focus**Understand who are British people and what are we like.Does our age make a difference to who we are and how we see the world. | **Focus**Explore how where we live is represented in the local media.Think about places which are important to us and how this contributes to an understanding of multiple identities.Reflect on the relationship between the Internet and sense of community. | **Focus**Develop an understanding of our place in the world and begin to raise awareness of issues which may lead to extremism. |
| The skin I’m in… cannot tell my storyWhen is an apple not an apple | We are BritainWho are we now: Oral History | Local HeadlinesThe places in us.Virtual Communities | A multi-cultural communityWe are all born freeWorking together |

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| Internet Safety |
| Year Group | Coverage |
| Year One | Pupils should know:•That they must follow rules to stay safe online.•What private information is.•That they should not share private information online.•What inappropriate content is.•Know to tell a trusted adult if they see any inappropriate content.•That their behaviour online can impact other people’s feelings.•How to behave safely and respectfully online. |
| Year Two | Pupils should know:•What content is appropriate and what is not.•What to do if they find something inappropriate online.•Where to go for help if they find something inappropriate online.•That they should be going to age appropriate websites.•That messages or images that are put online leave a trail and we might not be able to delete them.•Why we have passwords and why they are private.•About devices that can be used to search the internet.•About devices that can be used to connect with people online.•What cyber-bulling means and what to do if they encounter this.•How to behave safely and respectfully online. |
| Year Three | Pupils should know:•That information found online can be shared with others.•That anything they post online can be seen by others.•Why passwords should be private and what makes them secure.•That not everything they see online is true.•That some websites and sources are more trustworthy than others.•That they should seek help if anything worries them online, including cyber-bullying, and understand a wider range of support available.•About online behaviours that would be unfair.•How to behave safely, respectfully and responsibly online. |
| Year Four | Pupils should know:•That they should think before sending/posting online.•The consequences of sending/posting online.•About social networking sites and social networking features built into other things (online games etc).•That these social features allow interaction with others online.•That they will need to make judgements to stay safe whilst communicating with others online.•That some people lie about who they are online.•That they should seek help if anything worries them online, including cyber-bullying, and understand a wider range of support available.•How to behave safely, respectfully and responsibly online. |
| Year Five | Pupils should know:•How to be a good online citizen and friend.•About the rights of other users and that they have the right to be protected from the inappropriate use of technology by others.•About appropriate and inappropriate use of online services, including excessive use.•When and when not to answer a question online.•Different ways of reporting concerns about content, e.g. report, flag and CEOP buttons.•That various resources can be used to check the reliability of information found online.•That they must make good choices when they present themselves online because of their digital footprint. And that poor choices could have a negative impact in the future•How to behave safely, respectfully and responsibly online. |
| Year Six | Pupils should know:•That they must act as role models for younger pupils.•About different scenarios involving online risk.•How to state the source of information found on the internet.•About and be aware of online privacy and issues related to this.•About privacy settings.•How privacy settings can reduce risks.•About the importance of protecting themselves and others when using social networks, including online gaming communities.•How to behave safely, respectfully and responsibly online. |

**RSHE**

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| Module One | Module Two | Module Three |
| Created and loved by God (this explores the individual)  | Created to love others (this explores an individual’s relationships with others)  | Created to live in community – local, national & global (this explores the individual’s relationships with the wider world)  |

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| **Year 1** |
|  | **By the end of the Advent Term children will:** **Module 1- Unit 1 Religious Understanding** **Let the children come**Children can recognise: * That we are created individually by God
* That God wants us to talk to Him often through the day and treat Him as our best friend.
* That God has created us, His children, to know, love and serve Him
* That we can say thank you to God

**Module 1- Unit 2 Me, My Body, My Health** **I am unique** **Girls and Boys** **Clean and healthy** Children can recognise: * How we are all different and how we are good at different things
* That we were made in the image of God.
* That girls and boys have been created by God to be both similar and different
* Ways we can look after our bodies.
* Ways we can keep healthy including physical activity, dental health and healthy eating.
* Why we need sleep
* Ways we can keep ourselves clean

  | **By the end of the Lent Term children will:** **Module 1- Unit 3 Emotional Well-being** **Feelings, likes and dislikes** **Feeling inside out****Super Suzy gets angry** Children can recognise: * That we have friends and family
* That we all like different things but we all need the same things (physical e.g food, water)
* Times that make us feel happy, sad, angry, upset
* Ways we can show good behaviours
* That we must say sorry when we hurt people and forgive others when they hurt us
* That Jesus died on the cross for us to be forgiven

 **Module 1- Unit 4 Life Cycles** **The cycle of life****A time for everything**Children can recognise: * That there are natural life stages from birth to death, and what these are (baby, child, teenager, adult and old age)

**Module 2- Unit 1 Religious Understanding** **God loves you**Children can recognise: * That we are part of God’s family
* That we say sorry
* How Jesus cared for others
* How we love other people and how God loves us.

**Module 2- Unit 2 Personal Relationships****Special People****Treat others well** **…and say sorry** Children can recognise: * ‘Special people’ (their parents, carers, friends, parish priest) and what makes them special.
* Different types or family and extended family
* That we can trust special people and we can tell them if something is troubling us
* How their behaviour affects other people and makes them feel
* What bullying is (using the school moto several times on purpose)
* Times that they have made the wrong decision and are sorry
* Times when people have been unkind and describe ways they can respond
* How we say sorry to God when we have been unkind
* How Jesus taught us how to forgive
 | **By the end of the Pentecost Term children will:** **Module 2- Unit 3 Keeping Safe****Being safe****Good secrets and bad secrets** **Physical contact** **Harmful substances** **Can you help me?** Children can recognise: * Safe and unsafe situations
* The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them.
* How to keep their body private and how they are entitled to bodily privacy (swimsuit rule)
* The different people that we can trust to help us, especially those closest to us who care for us, including our parents and carers, teachers and our parish priest.
* How we can keep ourselves safe around household dangers such cleaning products
* How alcohol and tobacco are harmful substances.
* How our bodies are created by God, so we should take care of them and be careful to protect them from harmful substances.
* How they should call 999 in an emergency and ask for ambulance, police and/or fire brigade.
* What to do if they require medical help but it is not an emergency.
* Some basic principles of First Aid.

**Module 3- Unit 1 Religious Understanding****Three in one** **Who is my neighbour?** Children can recognise: * That God loves us
* How we are made in God’s image
* What a community is, and that God calls us to live in community with one another
* How Jesus taught us to love our neighbour and who our neighbour is

**Module 3- Unit 2 Living in the wider world****The communities we live in** Children can recognise: * The various communities that they belong to such as home, school, parish, the wider local community, nation and global community
* How we can care for others and the world (recycling, charity)
* What harms the world and what improves it.
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| **Year 2** |
|  | **By the end of the Advent Term children will:** **Module 1- Unit 1 Religious Understanding** **Let the children come**Children can describe: * That we are created individually by God
* That God wants us to talk to Him often through the day and treat Him as our best friend.
* That God has created us, His children, to know, love and serve Him in His life and forever- this is our purpose and goal and will bring us true happiness.
* That we are created as a unity of body, mind and spirit: who we are matters and what we do matters.
* How we can give thanks to God in different ways.

**Module 1- Unit 2 Me, My Body, My Health** **I am unique** **Girls and boys****Clean and healthy** Children can describe: * That we are unique, with individual gifts, talents and skills.
* That our bodies are good and that we were made in the image of God.
* The parts of the body and can name genitalia.
* 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.
* That our bodies are good and describe what we need to do to look after them.
* What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating.
* The importance of sleep, rest and recreation for our health;
* How to maintain personal hygiene.

  | **By the end of the Lent Term children will:** **Module 1- Unit 3 Emotional Well-being** **Feelings, like and dislikes** **Feeling inside out****Super Suzy gets angry** Children can describe: * How we relate to and trust one another.
* That we all have different tastes (likes and dislikes) but can describe that we all have similar needs (to be loved, to be respected, to be safe)
* Our feelings using relevant language
* Feelings and actions and can describe that our good actions can ‘form’ our feelings and our character
* Ways that they demonstrate positive behaviour and can describe simple strategies for managing feelings
* That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do
* That Jesus died on the cross and describe why he did this (so that we can be forgiven)

**Module 1- Unit 4 Life Cycles** **The cycle of life****A time for everything**Children can describe: * That there are natural life stages from birth to death, and what these are (baby, child, teenager, adult and old age) and how these are different (size, build, needs, diet)

**Module 2- Unit 1 Religious Understanding** **God loves you**Children can describe: * That we are part of God’s family
* How we say sorry and why this is important and can mend friendships
* How Jesus cared for others and had expectations of them and how they should act
* How we love other people and how God loves us.

**Module 2- Unit 2 Personal Relationships****Special people****Treat others well** **…and say sorry** Children can describe: * ‘Special people’ (their parents, carers, friends, parish priest) and what makes them special.
* A nuclear and wider family and the importance of these
* The importance of being close to and trusting special people and telling them if something is troubling them
* How their behaviour affects other people, and that there is an appropriate and inappropriate behaviour
* The characteristics of positive and negative relationships
* Different types of teasing and how all bullying is wrong and unacceptable (using the school moto several times on purpose)
* Times that they have made the wrong decision and are sorry
* Times when people have been unkind and describe ways they can respond
* How we say sorry to God when we have been unkind
* How Jesus taught us how to forgive and ways we can forgive
 | **By the end of the Pentecost Term children will:** **Module 2- Unit 3 Keeping Safe****Being safe****Good secrets and bad secrets****Physical contact** **Harmful substances****Can you help me?** Children can describe: * Safe and unsafe situations, including those online.
* The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them.
* How to resist pressure when feeling unsafe.
* How to keep their body private and how they are entitled to bodily privacy.
* The different people that we can trust to help us, especially those closest to us who care for us, including our parents and carers, teachers and our parish priest.
* How we can keep ourselves safe around household dangers such as medicines.
* How alcohol and tobacco are harmful substances.
* How our bodies are created by God, so we should take care of them and be careful to protect them from harmful substances.
* How they should call 999 in an emergency and ask for ambulance, police and/or fire brigade.
* What to do if they require medical help but it is not an emergency.
* Some basic principles of First Aid.

 **Module 3- Unit 1 Religious Understanding** **Three in One****Who is my neighbour?** Children can describe: * How God loves us: Father, Son and Holy Spirit
* How we are made in God’s image and how that means they are called to be loved and love others
* What a community is, and that God calls us to live in community with one another
* How Jesus taught us to love our neighbour and who our neighbour is

**Module 3- Unit 2 Living in the wider world** **The communities we live in**Children can describe: * The various communities that they belong to such as home, school, parish, the wider local community, nation and global community
* How they have a duty of care for others and for the world we live in and how we can do that (recycling, charity)
* What harms the world and what improves it.
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| **Year 3** |
|  | **By the end of the Advent Term children will:** **Module 1- Unit 1 Religious Understanding** **Get up** **The sacraments** Children can explain that: * We are created individually by God in His image
* How God made us with the desire to love and be loved and how we can make a difference with our actions
* Every human life is precious
* We grow closer to God as we pray to Him on our own and together
* In Baptism we join the family of God
* When we say sorry to God it makes Him happy ( The Prodigal Son)
* It is important to make a nightly examination of conscience

**Module 1- Unit 2 Me, My Body, My Health** **We don’t have to be the same** **Respecting our bodies** Children can explain: * Similarities and differences between people arise as they grow and make choices, and that by living and working together (teamwork) we create community
* Self-confidence arises from being loved by God (not status, etc)
* They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.
* The importance of personal hygiene and how we can care for our bodies

  | **By the end of the Lent Term children will:** **Module 1- Unit 3 Emotional Well-being** **What am I feeling?** **What am I looking at** **I am thankful**Children can explain that: * That emotions change as they grow up
* A deeper understanding of their own feelings and how these feelings are not a good guide for actions
* What emotional well-being means
* That positive actions help emotional well-being (sport, physical activity)
* That talking to trusted people helps emotional well-being (eg parents/ carer/ teacher/ parish priest)
* That some behaviour is wrong, unacceptable, unhealthy and risky

**Module 1- Unit 4 Life Cycles** **Life cycles** **A time for everything**Children can explain an animal life cycle: * That the animal was handmade by God with the help of their parents
* And how they grow and change within the life cyle

**Module 2- Unit 1 Religious Understanding** **Jesus my friend** Children can explain: * That God loves, embraces, guides and forgives us
* The importance of forgiveness and reconciliation in relationships.
* Jesus’ teaching about forgiveness
* That relationships take time

and effort to sustain * That we reflect God’s image in our relationships with others

**Module 2- Unit 2 Personal Relationships****Friends, family, others** **When things feel bad** Children can describe: * Ways to maintain and develop good, positive, trusting relationships
* That there are different types of relationships including friends and family
* That good friendship is when both persons enjoy each other’s company and also want what is truly best for the other
* Their awareness of bullying and how to respond to bullying
* How to maintain relationships
 | **By the end of the Pentecost Term children will:** **Module 2- Unit 3 Keeping Safe****Sharing online****Chatting online****Safe in my body****Drugs, alcohol and tabaco** **First aid heroes**Children can explain:* That their increasing independence brings increased responsibility to keep themselves safe
* How to use technology safely
* That just as what we eat can make us healthy or make us ill, so what we watch, hear say and do can be good or bad for us
* How to get help if they encounter inappropriate messages or materials
* How to use technology safely
* That bad language and bad behaviour are inappropriate
* What kind of physical and contact is acceptable and unacceptable for them and how to respond
* That there are different people we can trust for help, especially those closest to us who care for us
* That our bodies are created by God, so we should take care of them and be careful about what they consume
* That if there is an emergency, it is important to remain calm
* That quick reactions in an emergency can save a life
* How to help in an emergency using basic first aid knowledge

**Module 3- Unit 1 Religious Understanding****The community of love****What is the church?** Children can describe that: * God is Love shown by the trinity
* The human family can reflect the Holy Trinity in charity
* The church family comprises of home, school and parish

**Module 3- Unit 2 Living in the wider world****How do I love others?** Children can explain: * That God wants his Church to love and care for others
* Practical ways of loving and caring for others.
* How we can all live in a community and respect the similarities and differences between people.
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| **Year 4** |
|  | **By the end of the Advent Term children will:** **Module 1- Unit 1 Religious Understanding** **Get up** **The sacraments** Children can explain that: * We are created individually by God who is love, designed in His own image and likeness
* God made us with the desire to love and be loves and to make a difference: each of us has a specific purpose (vocation)
* Every human life is precious from the beginning of life (conception) to natural death
* Personal and communal prayer and worship are necessary ways of growing in our relationship with God
* In Baptism God makes us His adopted children and ‘receivers’ of His love
* By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)
* It is important to make a nightly examination of conscience

**Module 1- Unit 2 Me, My Body, My Health** **We don’t have to be the same****Respecting our bodies** **What is puberty****Changing bodies** **Boy/girl discussion groups** Children can explain: * Similarities and differences between people arise as they grow and make choices, and that by living and working together (teamwork) we create community
* Self-confidence arises from being loved by God (not status etc)
* They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.
* What the term puberty means
* When they can expect puberty to take place
* That puberty is part of God’s plan for our bodies
* Correct naming of genitalia
* What changes will happen to boys during puberty
* What changes will happen to girls during puberty

  | **By the end of the Lent Term children will:** **Module 1- Unit 3 Emotional Well-being** **What am I feeling?** **What am I looking at?** **I am thankful** Children can explain that: * That emotions change as they grow up (including hormonal effects)
* A deeper understanding of their own feelings and how these feelings are not a good guide for actions including and understanding of how others act based on their emotions
* What emotional well-being means for themselves and others
* That positive actions help emotional well-being (music, spirituality, art)
* That talking to trusted people helps emotional well-being (eg parents/ carer/ teacher/ parish priest)
* That images in the media do not always reflect reality and can affect how people feel about themselves
* That some behaviour is wrong, unacceptable, unhealthy and risky and can identify this in the behaviour of others
* That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media

**Module 1- Unit 4 Life Cycles** **Lifecycles** **A time for everything**Children can explain a human life cycle: * That they were handmade by God with the help of their parents
* How a baby grows and develops in its mother’s womb including, scientifically, the uniqueness of the moment of conception
* How conception and life in the womb fits into the cycle of life

**Module 2- Unit 1 Religious Understanding** **Jesus my friend**Children can explain: * That God loves, embraces, guides and reconciles us with Him and one another
* The importance of forgiveness and reconciliation in relationships and some of Jesus’ teaching about forgiveness
* That relationships take time

and effort to sustain and how we can build bridges with others* That we reflect God’s image in our relationships with others: this is intrinsic to who we are and to our happiness

**Module 2- Unit 2 Personal Relationships****Friends, family and others** **When things feel bad** Children can describe: * Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong
* That there are different types of relationships including those between acquaintances, friends, relatives and family
* That good friendship is when both persons enjoy each other’s company and also want what is truly best for the other
* The difference between a group of friends and a ‘clique’
* Their awareness of bullying (including cyber bullying) and how to respond to bullying
* Harassment and exploitation in relationships, including physical and emotional abuse and how to respond
 | **By the end of the Pentecost Term children will:** **Module 2- Unit 3 Keeping Safe****Sharing online** **Chatting online** **Safe in my body** **Drugs, alcohol and tabaco** **First aid heroes** Children can explain:* That their increasing independence brings increased responsibility to keep themselves and others safe
* How to use technology safely and the consequences of not using it safely
* That just as what we eat can make us healthy or make us ill, so what we watch, hear say and do can be good or bad for us and the consequences of this
* How to get help if they encounter inappropriate messages or materials and how to report if others are sending these
* That bad language and bad behaviour are inappropriate
* What kind of physical and contact is acceptable and unacceptable for them and how to respond and how to advise others
* That there are different people we can trust for help, especially those closest to us who care for us
* That medicines are drugs but ot all drugs are good for us
* That alcohol and tobacco are harmful and how to respond if someone is using these
* That if there is an emergency, it is important to remain calm
* That quick reactions in an emergency can save a life
* How to help in an emergency using basic first aid knowledge

**Module 3- Unit 1 Religious Understanding****A community of love****What is the church?**Children can describe that: * God is Love shown by the trinity- a ‘communion of persons supporting each other in their self-giving relationship’
* The human family can reflect the Holy Trinity in charity and generosity
* The church family comprises of members of the diocese and wider faith community across the world

**Module 3- Unit 2 Living in the wider world****How do I love others?** Children can explain: * That God wants his Church to love and care for others accepting and celebrating the differences in others
* Practical ways of loving and caring for others in our community and wider faith family
* How we can all live in a community and respect the similarities and differences between people.
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| **Year 5** |
|  | **By the end of the Advent Term children will:** **Module 1- Unit 1 Religious Understanding** **Calming the storm** Children can explain that: * We were created individually by God who cares for us and wants us to put our faith in Him
* Physically becoming an adult is a natural phase of life
* That God has a plan for us all and we have to trust that each step along the journey of life is part of the plan He has for us

**Module 1- Unit 2 Me, My Body, My Health** **Gifts and talents** **Girls bodies****Boys bodies** **Spots and sleep** Children can explain: * Similarities and differences between people arise as they grow and make choices, and that by living and working together (teamwork) we create community filled with a wide range of people who may look and behave differently
* Self-confidence arises from being loved by God not by how we look, where we live or what we wear
* That human beings are different to other animals
* About the unique growth and development of humans and the changes that girls and boys experience during puberty (physical)
* About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately by themselves
* The need for modesty and appropriate boundaries and who to talk to if they feel uncomfortable
* What consent is in the context of wanting to play a game with someone once does not mean they always have to/ want to play the game
* 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

  | **By the end of the Lent Term children will:** **Module 1- Unit 3 Emotional Well-being** **Body image****Funny feelings** **Emotional changes** Children can explain that: * That images in the media do not always reflect reality and can affect how people feel about themselves
* That thankfulness build resilience against feelings of envy, inadequacy, etc and against pressure from peers
* A deeper understanding of the range and intensity of their feelings and how these feelings are not a good guide for actions
* That some behaviour is wrong, unacceptable, unhealthy and risky and how they can recognise and respond to this
* That emotions change as they grow up
* About emotional well-being and how they can identify strategies to ensure healthy well-being
* The difference between harmful and harmless videos and images and how to respond if they see these

**Module 1- Unit 4 Life Cycles** **Menstruation** **A time for everything**Children can explain: * How a baby grows and develops in a mother’s womb
* About the nature and role of menstruation in the fertility cycle, and that fertility is involved at the start of life
* Some practical help on how to manage the onset of menstruation

**Module 2- Unit 1 Religious Understanding** **Is God calling you?** Children can describe: * That God calls us to love others in our daily actions
* Ways we can participate in God’s call to us through our everyday actions and words

**Module 2- Unit 2 Personal Relationships****Under pressure****Do you want a piece of cake?** **Self talk**Children can explain: * That pressure comes in different forms, and what those different forms are
* That there are strategies that they can adopt to resist pressure
* Different scenarios in which it is right to say ‘no’ (times they feel unsafe, times they do not want to play, consent)
* How thoughts and feelings impact actions and develop strategies that will positively impact their actions and apply this in their relationships (friendships and relationships they already have)
 | **By the end of the Pentecost Term children will:** **Module 2- Unit 3 Keeping Safe****Sharing isn’t always caring** **Cyber bullying** **Types of abuse** **Impacted lifestyles****Making good choices** **Giving assistance** Children can explain:* That their increasing independence brings increased responsibility to keep themselves and others safe
* How to use technology safely and the consequences for themselves and others
* That just as what we eat can make us healthy or make us ill, so what we watch, hear say and do can be good or bad for us and the consequences of this
* How to get help if they encounter inappropriate messages or materials and how to report if others are sending these
* How to report and get help if they encounter inappropriate materials or messages
* What the term cyberbullying means and examples of it
* How to get help if they experience cyberbullying
* What kind of physical contact is acceptable or unacceptable and how to respond
* That there are many different people they can trust
* How they may come under pressure to do things they know are unsafe (road safety, unsafe use of technology) and how to respond
* That they have the right to say “no” for all sorts of reasons but not least in order to protect their God-given bodies
* That the recovery position can be used when a person is unconscious but breathing
* The DR ABC is a primary survey to find out how to treat life- threating conditions in order of importance

**Module 3- Unit 1 Religious Understanding** **The Trinity** **Catholic Social Teaching** Children can explain: * That God the Father, God the Son and God the Holy Spirit make up three persons of the Trinity
* That the Holy Spirit works through us to bring God’s love and goodness to others
* That God formed them out of love, to know and share His love with others in our faith community and around the world

**Module 3- Unit 2 Living in the wider world****Reaching out** Children can explain: * That God wants his Church to love and care for their neighbour regardless of their differences
* Ways in which they can spread God’s love in their community and beyond
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| **Year 6** |
|  | **By the end of the Advent Term children will:** **Module 1- Unit 1 Religious Understanding** **Calming the storm** Children can explain that: * We were created individually by God who cares for us and wants us to put our faith in Him
* We are all on a faith journey and there will be times that our faith may be tested but God is always with us (footprints poem)
* Physically becoming an adult is a natural phase of life
* That God has a plan for us all and we have to trust that each step along the journey of life is part of the plan He has for us even when times are confusing during puberty

**Module 1- Unit 2 Me, My Body, My Health** **Gifts and talents** **Girls bodies****Boys bodies** **Spots and sleep** Children can explain: * Similarities and differences between people arise as they grow and make choices, and that by living and working together (teamwork) we create community filled with a wide range of people who have different faiths and beliefs
* Self-confidence arises from being loved by God not by how we look, where we live or what we wear and that social media is not a representation of how loved we are
* That human beings are different to other animals
* About the unique growth and development of humans and the changes that girls and boys experience during puberty (physical)
* About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately by themselves and others
* The need for modesty and appropriate boundaries and who to talk to if they feel uncomfortable
* What consent is in the context of touch (giving someone a hug one day does not mean that you always have to hug them)
* 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

  | **By the end of the Lent Term children will:** **Module 1- Unit 3 Emotional Well-being** **Body image** **Funny feelings** **Emotional changes** **Seeing stuff online** Children can explain that: * That images in the media do not always reflect reality and can affect how people feel about themselves and how to respond to others who may compare themselves to social media
* That thankfulness build resilience against feelings of envy, inadequacy, etc and against pressure from peers or the media
* A deeper understanding of the range and intensity of their feelings and how these feelings are not a good guide for actions and how others may act as a result of their feelings
* That some behaviour is wrong, unacceptable, unhealthy and risky and how they can recognise and respond to this in themselves and others
* That emotions change as they grow up and how they can recognise these in themselves and others (including hormonal effects)
* About emotional well-being and how they can identify strategies to ensure healthy well-being
* The difference between harmful and harmless videos and images and how to respond if they see these
* The impact that harmful vidoes and images can have on young minds
* Ways to combat and deal with viewing harmful videos and images

**Module 1- Unit 4 Life Cycles** **Making babies part one** **Making babies part two** **Menstruation** **A time for everything**Children can explain: * Basic scientific facts about sexual intercourse between a man and a woman;
* The physical, emotional, moral and spiritual implications of sexual intercourse;
* The Christian viewpoint that sexual intercourse should be saved for marriage

**Module 2- Unit 1 Religious Understanding** **Is God calling you?** Children can describe: * That God calls us to love others and how we can use this knowledge to shape our future decisions
* Ways we can participate in God’s call to us through our vocations

**Module 2- Unit 2 Personal Relationships****Under pressure** **Do you want a piece of cake?** **Self talk** Children can explain: * That pressure comes in different forms, and what those different forms are
* That there are strategies that they can adopt to resist pressure
* What consent and bodily autonomy means
* Different scenarios in which it is right to say ‘no’ (times they feel unsafe, touch including hugs etc)
* How thoughts and feelings impact actions and develop strategies that will positively impact their actions and apply this in their relationships (new friendships linked to transition)
 | **By the end of the Pentecost Term children will:** **Module 2- Unit 3 Keeping Safe****Sharing isn’t always caring** **Cyber bullying** **Types of abuse** **Impacted lifestyles** **Making good choices** **Giving assistance** Children can explain:* That their increasing independence brings increased responsibility to keep themselves and others safe
* How to use technology safely and the consequences for themselves and others
* That just as what we eat can make us healthy or make us ill, so what we watch, hear say and do can be good or bad for us and the consequences of this
* How to get help if they encounter inappropriate messages or materials and how to report if others are sending these
* The effect that a range of substances including drugs, tobacco and alcohol can have on the body
* How to make good choices about substances that will have a positive impact on their health
* That our bodies are created by God so we need to be careful what we consume
* How they may come under pressure when it comes to drugs, alcohol and tobacco and how to respond to this
* What the term cyberbullying means and examples of it
* How to get help if they experience cyberbullying
* What kind of physical contact is acceptable or unacceptable and how to respond
* That they have the right to say “no” for all sorts of reasons but not least in order to protect their God-given bodies
* That the recovery position can be used when a person is unconscious but breathing
* The DR ABC is a primary survey to find out how to treat life- threating conditions in order of importance

**Module 3- Unit 1 Religious Understanding**Children can explain: * That God the Father, God the Son and God the Holy Spirit make up three persons of the Trinity
* That the Holy Spirit works through us to bring God’s love and goodness to others and how to recognise this in others
* The key principles of Catholic Social Teaching (Life and Dignity of the Human Person, Call to Family, Community, and Participation, Rights and Responsibilities, Preferential Option for the Poor, The Dignity of Work and the Rights of Workers, Solidarity, Care for God's Creation)

**Module 3- Unit 2 Living in the wider world****Reaching out** Children can explain: * That God wants his Church to love and care for their neighbour regardless of their differences
* How to apply the principles of Catholic Social Teaching in current issues and respond with how this would impact their actions and decisions.
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Keeping physically safe

Prevent and Radicalisation

Catholic Social Teaching