



Our Lady of Lourdes Skills, Knowledge and Vocabulary Progression Map showing Interleaving – Active Citizenship – PSHE, RSHE, PB.

What is our Curriculum Intent for this subject?

**Live:** We want our children to develop an interest and desire to become active citizens in the local, national and global communities they live within. At Our Lady of Lourdes we aim to create an environment and construct opportunities where the children are able to have first-hand experiences of what it means to be an active citizen. It is at the centre of our curriculum to nourish our children’s understanding of the importance of being respectful, kind, loving and responsible.

**Love:** The drive of our Active Citizenship curriculum is to instil in our children a love of helping others, thinking respectfully, offering their time and being more conscious of their decisions. This, we hope, will enable them to become well-rounded, wholesome individuals.

**Learn:** It is our ambition at Our Lady of Lourdes to provide children with meaningful and well thought out experiences that afford them with the opportunities to see the positive impact being an active citizen can have on their local, national and global communities.

*Skills Progression:*

RSHE	Autumn	Spring		Summer	
	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>  <b>Module 1</b> ‘Created and Loved by God’  <b>Module 3</b> ‘Created to Live in Community’	<b>Module 1, Unit 1</b> <i>Religious understanding</i>  <b>Story sessions: Handmade with love</b> (5 x 10 minute sessions over 5 days)	<b>Module 1, Unit 2</b> <i>Me, My Body, My Health</i>  <b>Session 1: I am Me</b>  <b>Session 2: Heads, Shoulders, Knees and Toes</b>  <b>Session 3: Ready Teddy?</b>	<b>Module 1, Unit 3</b> <i>Emotional wellbeing</i>  <b>Session 1: I like, You Like, We All Like</b>  <b>Session 2: Good Feelings, Bad Feelings</b>	<b>Module 1, Unit 4</b> <i>Life cycles</i>  <b>Session 1: Growing up</b>	<b>Module 3, Unit 1</b> <i>Religious understanding</i>  <b>Session 1: God is Love</b>  <b>Session 2: Loving God, Loving Others</b>  <b>Module 3, Unit 2</b> <i>Living in the wider world</i>  <b>Session 1: Me, You, Us</b>

	<u>Vocabulary</u>	Appropriate behaviour Balanced diet Community Compassion Consequences Created by God Creation Dignity Emergency Emergency services	Exercise Forgiveness Germs Gifts God the Father God the Holy Spirit God the Son (Jesus) Made in God's image Gospel Gratitude	Inappropriate behaviour Life cycles Life cycles Medicine Being online / time online P.A.N.T.S Passive smoking Personal hygiene Personal hygiene Prayer Private parts	Respect Responsibilities Role Model Skills Special people Trinity Unique Virtues
	<u>Core concepts</u>	<p>Throughout EYFS children will develop their knowledge and understanding in these core concepts:</p> <ul style="list-style-type: none"> <li>• IALT understand what it means to respect myself and others</li> <li>• IALT recognise what makes me special</li> <li>• IALT recognise that we are all unique</li> <li>• IALT recognise that we all have similarities and difficulties</li> <li>• IALT recognise the physical and emotional benefits of exercise</li> <li>• IALT understand the impact of a poor AND healthy diet</li> <li>• IALT understand the importance of good and sufficient amount of sleep</li> <li>• IALT recognise the importance of maintaining personal hygiene</li> <li>• IALT recognise how friendships can make us feel happy and secure</li> <li>• IALT understand that there is a normal range of emotions</li> </ul>			
	<u>Skills</u>				
Children will gain the knowledge and understanding to <b>express</b> that:					
	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
	<ul style="list-style-type: none"> <li>• We are created individually by God</li> <li>• God wants us to talk to Him often through the day and treat Him as our best friend</li> </ul>	<ul style="list-style-type: none"> <li>• We are each unique, with individual gifts, talents and skills</li> <li>• Whilst we all have similarities because we are made in God's image, difference is part of God's plan</li> </ul>	<ul style="list-style-type: none"> <li>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• That it is natural for us to relate to and trust one another</li> </ul>	<ul style="list-style-type: none"> <li>• That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult</li> </ul>	<b>Module 3, Unit 1</b> <ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit</li> </ul>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• We are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>• We can give thanks to God in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• That their bodies are good and made by God</li> <li>• The names of the parts of the body (not genitalia)</li> <li>• That our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• A language to describe their feelings</li> <li>• An understanding that everyone experiences feelings, both good and bad</li> <li>• Simple strategies for managing feelings</li> <li>• Simple strategies for managing emotions and behaviour</li> <li>• That we have choices and these choices can impact how we feel and respond.</li> <li>• We can say sorry and forgive like Jesus</li> </ul>		<ul style="list-style-type: none"> <li>• That being made in His image means being called to be loved and to love others</li> <li>• What a community is, and that God calls us to live in community with one another</li> <li>• Some Scripture illustrating the importance of living in a community</li> <li>• That no matter how small our offerings, they are valuable to God and He can use them for His glory</li> </ul> <p><b>Module 3, Unit 2</b></p> <ul style="list-style-type: none"> <li>• That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</li> <li>• About what harms and what improves the world in which they live</li> </ul>
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<b>Year 1</b>  <b>Module 2</b> 'Created to Love Others'  <b>Module 3</b> 'Created to Live in Community'	<b>Autumn 2</b> <b>Module 1, Unit 1</b> <i>Religious understanding</i>  <b>Story sessions: Let the children come</b> <i>(5 x 10 minute sessions over 5 days)</i>		<b>Spring 1</b> <b>Module 2, Unit 2</b> <i>Personal relationships</i>  <b>Session 1 : Special People</b>  <b>Session 2: Treat Others Well</b>  <b>Session 3: . . . And Say Sorry</b>		<b>Spring 2</b> <b>Module 2, Unit 3</b> <i>Keeping safe</i>  <b>Session 1: Being Safe</b>  <b>Session 2: Good Secrets and Bad Secrets</b>  <b>Session 3: Physical contact</b>  <b>Session 4: Harmful Substances</b>  <b>Session 5: Can You Help Me?</b>  I'm slightly behind schedule but this should all be completed by end of the year. The ones I haven't ragged are the ones I haven't done yet but it will all fit in.		<b>Summer 1</b> <b>Module 3, Unit 1</b> <i>Religious understanding</i>  <b>Session 1: Three in One</b>  <b>Session 2: Who is my neighbour?</b>  <b>Module 3, Unit 2</b> <i>Living in the wider world</i>  <b>Session 1: The Communities we live in</b>	
	<b>Module 2, Unit 1</b> <i>Religious understanding</i>  <b>Session 1: God loves you</b>							
	<u>Vocabulary</u> Appropriate behaviour Balanced diet Baptism Block Community Compassion Consequences Creation Created by God Delete Dignity		Emergency Exercise Forgiveness Genitalia Gifts God the Father God the Holy Spirit God the Son Made in God's image Gospel Gratitude		Inappropriate behaviour Life Cycles Medicine Being online/time online P.A.N.T.S Passive smoking Penis Personal hygiene Prayer Private parts Respect Responsibilities		Role model Sacrament Skills Special people Tablet Testicles Trinity (The Holy Trinity) Vagina Virtues Vulva	

	<p><u>Core concepts</u></p>	<p>Throughout Year 1 children will develop their knowledge and understanding in these core concepts:</p> <ul style="list-style-type: none"> <li>• IALT recognise and understand that each person's body belongs to them</li> <li>• IALT recognise that we are all unique</li> <li>• IALT understand that families are important for child growth</li> <li>• IALT understand the characteristics of a healthy family life</li> <li>• IALT recognise the importance and characteristics of healthy friendships</li> <li>• IALT recognise the negative impact of bullying (including cyber bullying)</li> <li>• IALT understand what it means to be safe online</li> <li>• IALT understand how to report feelings of being unsafe (including online)</li> <li>• IALT recognise the impact of my actions to others online</li> <li>• IALT recognise and understand the concept of privacy</li> <li>• IALT understand that each person's body belongs to them</li> <li>• IALT understand the facts about legal and illegal substances</li> <li>• IALT know who to communicate with in an emergency</li> </ul>			
<p style="text-align: center;"><u>Skills</u></p> <p>Children will gain the knowledge and understanding to <b>express, describe</b> and begin to <b>explain</b> that:</p>					

	<p style="text-align: center;"><u>Skills</u></p> <p><b><u>Key objective: express</u></b> Module 1, Unit 1 – story sessions</p> <ul style="list-style-type: none"> <li>• We are created individually by God</li> <li>• God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>• 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</li> <li>• We are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>• We can give thanks to God in different ways</li> </ul> <p><b><u>Key objective: describe</u></b> Module 2, Unit 1 – session 1</p> <ul style="list-style-type: none"> <li>• We are part of God's family</li> <li>• Saying sorry is important and can mend friendships</li> <li>• Jesus cared for others and had expectations of them and how they should act</li> <li>• We should love other people in the same way God loves us</li> </ul>	<p style="text-align: center;"><u>Skills</u></p> <p><b><u>Key objective: describe</u></b></p> <ul style="list-style-type: none"> <li>• 'Special people' (their parents, carers, friends, parish priest) and what makes them special</li> <li>• The importance of nuclear and wider family</li> <li>• The importance of being close to and trusting special people and telling them if something is troubling them</li> <li>• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> <li>• The characteristics of positive and negative relationships</li> <li>• Different types of teasing and that all bullying is wrong and unacceptable</li> <li>• When they have been unkind and say sorry</li> <li>• When people are being unkind to them and others and how to respond</li> <li>• When we are unkind to others, we hurt God also and should say sorry to him as well</li> <li>• That we should forgive like Jesus forgives</li> </ul>	<p style="text-align: center;"><u>Skills</u></p> <p><b><u>Key objective: explain</u></b></p> <ul style="list-style-type: none"> <li>• Some safe and unsafe situations, including online</li> <li>• The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</li> <li>• How to resist pressure when feeling unsafe</li> <li>• That they are entitled to bodily privacy</li> <li>• 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</li> </ul>	<p style="text-align: center;"><u>Skills</u></p> <p><b><u>Key objective: explain</u></b></p> <ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit</li> <li>• That being made in His image means being called to be loved and to love others</li> <li>• What a community is, and that God calls us to live in community with one another</li> <li>• A scripture illustrating the importance of living in community as a consequence of this</li> <li>• Jesus' teaching on who is my neighbour</li> </ul>	<p style="text-align: center;"><u>Skills</u></p> <p><b><u>Key objective: explain</u></b></p> <ul style="list-style-type: none"> <li>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</li> <li>• What harms and what improves the world in which we live in simple terms</li> </ul>
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Year 1 GD	<b>For all GD opportunities, see hyperlink below for each session and click 'extended activities':</b>			
	<p><b>Module 1, Unit 1</b> <i>Religious understanding</i></p> <p><b>Story sessions:</b> Let the children come (5 x 10 minute sessions over 5 days)</p>	<p><b>Module 2, Unit 2</b> <i>Personal relationships</i></p> <p><a href="#">Session 1 : Special People</a></p> <p><a href="#">Session 2: Treat Others Well</a></p>	<p><b>Module 2, Unit 3</b> <i>Keeping safe</i></p> <p><a href="#">Session 1: Being Safe</a></p> <p><a href="#">Session 2: Good Secrets and Bad Secrets</a></p>	<p><b>Module 3, Unit 1</b> <i>Religious understanding</i></p> <p><a href="#">Session 1: Three in One</a></p> <p><a href="#">Session 2: Who is my neighbour?</a></p>

	<b>Module 2, Unit 1</b> <i>Religious understanding</i>  <u><a href="#">Session 1: God loves you</a></u>	<u><a href="#">Session 3: . . . And Say Sorry</a></u>	<u><a href="#">Session 3: Physical contact</a></u>  <u><a href="#">Session 4: Harmful Substances</a></u>  <u><a href="#">Session 5: Can You Help Me?</a></u>	<b>Module 3, Unit 2</b> <i>Living in the wider world</i>  <u><a href="#">Session 1: The Communities we live in</a></u>	
<b>Year 2</b>  <b>Module 1</b> ‘Created and Loved by God’  <b>Module 3</b> ‘Created to Live in Community’	<b>Autumn 2</b>  <b>Module 1, Unit 1</b> <i>Religious understanding</i>  <b>Story sessions:</b> Let the children come (5 x 10 minute sessions over 5 days)	<b>Spring 1</b>  <b>Module 1, Unit 2</b> <i>Me, my body, my health</i>  <b>Session 1:</b> I am unique  <b>Session 2:</b> Girls and Boys  <b>Session 3 &amp; 4:</b> Clean and Healthy (x 2 sessions)	<b>Spring 2</b>  <b>Module 1, Unit 3</b> <i>Emotional well-being</i>  <b>Session 1:</b> Feelings, Likes and Dislikes  <b>Session 2:</b> Feeling inside out  <b>Session 3:</b> Super Susie gets angry	<b>Summer 1</b>  <b>Module 1, Unit 4</b> <i>Life Cycles</i>  <b>Session 1:</b> The Cycle of Life	<b>Summer 2</b>  <b>Module 3, Unit 1</b> <i>Religious understanding</i>  <b>Session 1:</b> Three in One  <b>Session 2:</b> Who is my neighbour?  <b>Module 3, unit 2</b> <i>Living in the wider world</i>  <b>Session 1:</b> The Communities we live in
	<u><b>Vocabulary</b></u>	Appropriate behaviour  Balanced diet  Baptism  Block  Community  Compassion  Consequences  Creation  Created by God  Delete	Emergency  Exercise  Forgiveness  Genitalia  Gifts  God the Father  God the Holy Spirit  God the Son  Made in God’s image  Gospel	Inappropriate behaviour  Life Cycles  Medicine  Being online/time online  P.A.N.T.S  Passive smoking  Penis  Personal hygiene  Prayer  Private parts	Responsibilities  Role model  Sacrament  Skills  Special people  Tablet  Testicles  Trinity (The Holy Trinity)  Vagina  Virtues

	Dignity	Gratitude	Respect	Vulva
<u>Core concepts</u>	<p>Throughout Year 2 children will develop their knowledge and understanding in these core concepts:</p> <ul style="list-style-type: none"> <li>• IALT recognise and understand that each person's body belongs to them</li> <li>• IALT recognise the importance of respecting others despite our differences</li> <li>• IALT understand what boundaries are appropriate in friendships (including a digital context)</li> <li>• IALT know the characteristics, mental and physical benefits of an active lifestyle</li> <li>• IALT to understand what makes a healthy diet</li> <li>• IALT understand the importance of good and sufficient amount of sleep</li> <li>• IALT understand what it means to have good dental and personal hygiene</li> <li>• IALT understand that there is a normal range of emotions</li> <li>• IALT recognise my emotions and whether my behavior matches my emotion</li> <li>• IALT recognise that healthy friendships have ups and downs</li> <li>• IALT recognise that in school and the wider community I can expect to be treated with respect by others</li> </ul>			
<b>Skills</b>				
Children will gain the knowledge and understanding to <b>express, describe</b> and begin to <b>explain</b> that:				
<p style="text-align: center;"><u>Skills</u></p> <p><b><u>Key objective: express</u></b> Module 1, Unit 1 – story sessions</p> <ul style="list-style-type: none"> <li>• We are created individually by God</li> <li>• God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>• 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</li> <li>• We are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>• We can give thanks to God in different ways</li> </ul>	<p style="text-align: center;"><u>Skills</u></p> <p><b><u>Key objective: explain</u></b></p> <ul style="list-style-type: none"> <li>• That we are unique, with individual gifts, talents and skills</li> <li>• That our bodies are good</li> <li>• The names of the parts of our bodies (naming genitalia will depend on key decision made by individual schools)</li> <li>• 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</li> <li>• Our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li> <li>• The importance of sleep, rest and recreation for our health</li> <li>• How to maintain personal hygiene</li> </ul>	<p style="text-align: center;"><u>Skills</u></p> <p><b><u>Key objective: explain</u></b></p> <ul style="list-style-type: none"> <li>• That it is natural for us to relate to and trust one another</li> <li>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• A language to describe our feelings</li> <li>• In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</li> <li>• Simple strategies for managing feelings and for good behaviour</li> <li>• That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</li> </ul>	<p style="text-align: center;"><u>Skills</u></p> <p><b><u>Key objective: describe</u></b></p> <ul style="list-style-type: none"> <li>• That there are natural life stages from birth to death, and what these are – typically naming baby, child, teenager, adult, old age adult</li> </ul>	<p style="text-align: center;"><u>Skills</u></p> <p><b><u>Key objective: explain</u></b> Module 3, Unit 1</p> <ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit</li> <li>• That being made in His image means being called to be loved and to love others</li> <li>• What a community is, and that God calls us to live in community with one another</li> <li>• A scripture illustrating the importance of living in community as a consequence of this</li> <li>• Jesus' teaching on who is my neighbour</li> </ul> <p><b><u>Key objective: explain</u></b></p>



			<ul style="list-style-type: none"> <li>• That Jesus died on the cross so that we would be forgiven</li> </ul>		<p><b>Module 3, Unit 2</b></p> <ul style="list-style-type: none"> <li>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</li> <li>• What harms and what improves the world in which we live in simple terms</li> </ul>
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For all GD opportunities, see hyperlink below for each session and click 'extended activities':

Year 2 GD	For all GD opportunities, see hyperlink below for each session and click 'extended activities':				
	<p><b>Module 1, Unit 1</b> <i>Religious understanding</i></p> <p><b>Story sessions:</b> Let the children come (5 x 10 minute sessions over 5 days)</p>	<p><b>Module 1, Unit 2</b></p> <p><a href="#">Session 1: I am unique</a></p> <p><a href="#">Session 2: Girls and Boys</a></p> <p><a href="#">Session 3 &amp; 4: Clean and Healthy (x 2 sessions)</a></p>	<p><b>Module 1, Unit 3</b></p> <p><a href="#">Session 1: Feelings, Likes and Dislikes</a></p> <p><a href="#">Session 2: Feeling inside out</a></p> <p><a href="#">Session 3: Super Susie gets angry</a></p>	<p><b>Module 1, Unit 4</b></p> <p><a href="#">Session 1: The Cycle of Life</a></p>	<p><b>Module 1, Unit 1</b> <i>Religious understanding</i></p> <p><b>Module 3, Unit 1</b></p> <p><a href="#">Session 1: Three in One</a></p> <p><a href="#">Session 2: Who is my neighbour?</a></p> <p><b>Module 3, unit 2</b></p> <p><a href="#">Session 1: The Communities we live in</a></p>

Year 3	Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2
	<b>Module 1, Unit 1</b> <i>Religious understanding</i>  <b>Session 1: Get Up!</b> (x 5 15 minute sessions over 5 days)  <b>Session 2: The Sacraments</b>		<b>Module 2, Unit 2</b> <i>Personal relationships</i>  <b>Session 1: Friends, Family and Others</b>  <b>Session 2: When things feel bad</b>		<b>Module 2, Unit 3</b> <i>Keeping safe</i>  <b>Session 1: Sharing Online</b>  <b>Session 2: Chatting Online</b>  <b>Session 3: Safe in my body</b>  <b>Session 4: Drugs, alcohol and Tobacco</b>  <b>Session 5: First Aid Heroes</b>	<b>Module 3, Unit 1</b> <i>Religious understanding</i>  <b>Session 1: A Community of Love</b>  <b>Session 2: What is the Church</b>	<b>Module 3, Unit 2</b> <i>Living in the wider world</i>  <b>Session 1: How do I Love others?</b>
	<b>Module 2</b> 'Created to Love Others'  <b>Module 3</b> 'Created to Live in Community'		<b>Module 2, Unit 1</b> <i>Religious understanding</i>  <b>Session 1: Jesus, my friend</b> (x 5 15 minute session over 5 days)				
	<u>Vocabulary</u>	Abuse	Emergency services	Inappropriate behaviour	Sacrament		
		Balanced diet	Exercise	Life Cycles	Sin		
		Baptism	Faith	Medicine	Skills		
		Block	Foetus	Being online / time online	Special people		
		Community	Forgiveness	P.A.N.T.S	Testicles		
		Compassion Conception	Genitalia	Passive smoking	Trinity		
		Consequences	Germs	Prayer	Umbilical cord		

	<p>Created by God</p> <p>Creation</p> <p>Delete</p> <p>Dignity</p> <p>Embryo</p> <p>Emergency</p>	<p>Gifts</p> <p>God the Father</p> <p>God the Holy Spirit</p> <p>God the Son</p> <p>Made in God's image</p> <p>Gospel</p> <p>Gratitude</p> <p>Hormones</p>	<p>Private parts</p> <p>Puberty</p> <p>Resilience</p> <p>Respect</p> <p>Responsibilities</p> <p>Role model</p>	<p>Unique</p> <p>Urethra</p> <p>Vagina</p> <p>Virtues</p> <p>Vocation</p> <p>Vulva</p>
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Core concepts

Throughout Year 3 children will develop their knowledge and understanding in these core concepts:

- IALT recognise that healthy friendships have ups and downs
- IALT understand that others' families, either in school or the wider world, will sometimes look different from my family
- IALT understand that differences should be respected
- IALT recognise the characteristics of healthy friendships and family life
- IALT understand that healthy friendships require mutual respect
- IALT understand the different types of bullying
- IALT how to judge when a situation or friendship feels unsafe
- IALT understand where to get advice from when I feel unsafe
- IALT how to recognise when a family relationship is making me feel unhappy or unsafe
- IALT understand the rules and principles for keeping safe online
- IALT understand how information and data is shared online
- IALT understand that people may behave differently online
- IALT understand the concept of privacy
- IALT recognise when to report feelings of feelings unsafe
- IALT understand the facts about legal and illegal substances
- IALT know how to make a clear call to emergency services

Skills

Children will gain the knowledge and understanding to **describe** and **explain** that:

Skills	Skills	Skills	Skills	Skills
<p><b><u>Key objective: explain</u></b> Module 1, Unit 1</p> <p>• We are created individually by God who is Love, designed in His own image and likeness</p>	<p><b><u>Key objective: describe</u></b> Module 2, Unit 2</p> <p>• Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong</p>	<p><b><u>Key objective: explain</u></b> Module 2, Unit 3</p> <p>• That their increasing independence brings increased responsibility to keep themselves and others safe</p>	<p><b><u>Key objective: describe</u></b> Module 3, Unit 1</p> <p>• God is Love as shown by the Trinity – a 'communion of persons</p>	<p><b><u>Key objective: describe</u></b> Module 3, Unit 2</p> <p>• That God wants His Church to love and care for others</p>

	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Every human life is precious from the beginning of life (conception) to natural death</li> <li>• Personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> <li>• In Baptism God makes us His adopted children and 'receivers' of His love</li> <li>• By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</li> <li>• It is important to make a nightly examination of conscience</li> </ul> <p><b>Key objective: explain</b> <b>Module 2, Unit 1</b></p> <ul style="list-style-type: none"> <li>• That God loves, embraces, guides, forgives and reconciles us with him and one another</li> <li>• The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness</li> <li>• That relationships take time and effort to sustain</li> <li>• That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness</li> </ul>	<ul style="list-style-type: none"> <li>• That there are different types of relationships including those between acquaintances, friends, relatives and family</li> <li>• That good friendship is when both persons enjoy each other's company and also want what is truly best for the other</li> <li>• The difference between a group of friends and a 'clique'</li> <li>• Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>• Harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> </ul>	<ul style="list-style-type: none"> <li>• How to use technology safely</li> <li>• 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</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• How to use technology safely</li> <li>• That bad language and bad behaviour are inappropriate</li> <li>• 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</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</li> <li>• That medicines are drugs, but not all drugs are good for us</li> <li>• That alcohol and tobacco are harmful substances</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• That in an emergency, it is important to remain calm</li> </ul>	<p>supporting each other in their self-giving relationship'</p> <ul style="list-style-type: none"> <li>• The human family can reflect the Holy Trinity in charity and generosity</li> <li>• The Church family comprises home, school and parish (which is part of the diocese)</li> </ul>	<ul style="list-style-type: none"> <li>• Practical ways of loving and caring for others</li> </ul>
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			<ul style="list-style-type: none"> <li>• That quick reactions in an emergency can save a life</li> <li>• How to help in an emergency using their First Aid knowledge</li> </ul>		
Year 3 GD	For all GD opportunities, see hyperlink below for each session and click 'extended activities':				
	<b>Module 1, Unit 1</b> <i>Religious understanding</i>  <b>Session 1: Get Up!</b> (x 5 15 minute sessions over 5 days)  <a href="#">Session 2: The Sacraments</a>	<b>Module 2, Unit 2</b>  <a href="#">Session 1: Friends, Family and Others</a>  <a href="#">Session 2: When things feel bad</a>	<b>Module 2, Unit 3</b>  <a href="#">Session 1: Sharing Online</a>  <a href="#">Session 2: Chatting Online</a>  <a href="#">Session 3: Safe in my body</a>  <a href="#">Session 4: Drugs, alcohol and Tobacco</a>  <a href="#">Session 5: First Aid Heroes</a>	<b>Module 3, Unit 1</b>  <a href="#">Session 1: A Community of Love</a>  <a href="#">Session 2: What is the Church</a>	<b>Module 3, Unit 2</b>  <a href="#">Session 1: How do I Love others?</a>
	<b>Module 2, Unit 1</b>  <b>Session 1: Jesus, my friend</b> (x 5 15 minute session over 5 days)				
Year 4	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Module 1</b> 'Created and Loved by God'  <b>Module 3</b> 'Created to Live in Community'	<b>Module 1, Unit 1</b> <i>Religious understanding</i>  <b>Session 1: Get Up!</b> (x 5 15 minute sessions over 5 days)	<b>Module 1, Unit 2</b> <i>Me, my body, my health</i>  <b>Session 1: We don't have to be the same</b>  <b>Session 2: Respecting our bodies</b>  <b>Session 3: What is Puberty?</b>  <b>Session 4: Changing bodies</b>  <b>Session 5: Boy/Girl discussion groups</b>	<b>Module 1, Unit 3</b> <i>Emotional well-being</i>  <b>Session 1: What am I feeling?</b>  <b>Session 2: What am I looking for?</b>  <b>Session 3: I am thankful!</b>	<b>Module 1, Unit 4</b> <i>Life cycles</i>  <b>Session 1: Life Cycles</b>	<b>Module 3, Unit 1</b> <i>Religious understanding</i>  <b>Session 1: A community of love</b>  <b>Session 2: What is the Church?</b>  <b>Module 3, Unit 2</b> <i>Living in the wider world</i> <b>Session 1: How do I love others?</b>

<u>Vocabulary</u>	Abuse Balanced diet Baptism Block Community Compassion Conception Consequences Created by God Creation Delete Dignity Embryo Emergency	Emergency services Exercise Faith Foetus Forgiveness Genitalia Germs Gifts God the Father God the Holy Spirit God the Son Made in God's image Gospel Gratitude Hormones	Inappropriate behaviour Life Cycles Medicine Being online / time online P.A.N.T.S Passive smoking Prayer Private parts Puberty Resilience Respect Responsibilities Role model	Sacrament Sin Skills Special people Testicles Trinity Umbilical cord Unique Urethra Vagina Virtues Vocation Vulva	
<u>Core concepts</u>	<p>Throughout Year 4 children will develop their knowledge and understanding in these core concepts:</p> <ul style="list-style-type: none"> <li>• IALT understand the importance of respecting myself and others</li> <li>• IALT understand that each person's body belongs to them</li> <li>• IALT understand the importance of good dental and personal hygiene</li> <li>• IALT understand what makes a healthy diet and how important it is</li> <li>• IALT recognise the risks of leading an unhealthy, inactive lifestyle</li> <li>• IALT recognise the benefits of sufficient good quality sleep</li> </ul>				

- IALT recognise that mental wellbeing is a normal part of daily life
- IALT recognise and understand that there is a range of emotions
- IALT understand simple self-care techniques
- IALT understand that children can experience mental ill health
- IALT understand and recognise what a stereotype is and how they can be unfair and negative
- IALT recognise whether my behavior is appropriate or not
- IALT understand a range of practical steps to deal with different situations
- IALT understand that in school and in the wider community that I can expect to be treated with respect and dignity

## Skills

Children will gain the knowledge and understanding to **describe** and **explain** that:

Skills	Skills	Skills	Skills	Skills
<p><b><u>Key objective: explain</u></b> Module 1, Unit 1</p> <ul style="list-style-type: none"> <li>• We are created individually by God who is Love, designed in His own image and likeness</li> <li>• 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)</li> <li>• Every human life is precious from the beginning of life (conception) to natural death</li> <li>• Personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> <li>• In Baptism God makes us His adopted children and 'receivers' of His love</li> <li>• By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</li> <li>• It is important to make a nightly examination of conscience</li> </ul>	<p><b><u>Key objective: explain</u></b> Module 1, Unit 2</p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</li> <li>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• 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</li> </ul> <p><b>Year 4 onwards:</b></p> <ul style="list-style-type: none"> <li>• What the term puberty means</li> <li>• When they can expect puberty to take place</li> <li>• That puberty is part of God's plan for our bodies</li> <li>• Correct naming of genitalia</li> <li>• What changes will happen to boys during puberty</li> <li>• What changes will happen to girls during puberty</li> </ul>	<p><b><u>Key objective: explain</u></b> Module 1, Unit 3</p> <ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action</li> <li>• What emotional well-being means</li> <li>• That positive actions help emotional well-being (beauty, art, etc. lift the spirit)</li> </ul>	<p><b><u>Key objective: explain</u></b> Module 1, Unit 4</p> <ul style="list-style-type: none"> <li>• That they were handmade by God with the help of their parents</li> <li>• How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</li> <li>• How conception and life in the womb fits into the cycle of life</li> </ul>	<p><b><u>Key objective: describe</u></b> Module 3, Unit 1</p> <ul style="list-style-type: none"> <li>• God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'</li> <li>• The human family can reflect the Holy Trinity in charity and generosity</li> <li>• The Church family comprises home, school and parish (which is part of the diocese)</li> </ul> <p><b><u>Key objective: explain</u></b> Module 3, Unit 2</p> <ul style="list-style-type: none"> <li>• That God wants His Church to love and care for others</li> <li>• Practical ways of loving and caring for others</li> </ul>

Year 4 GD

For all GD opportunities, see hyperlink below for each session and click 'extended activities':

	<b>Module 1, Unit 1</b> <i>Religious understanding</i>  <u>Session 1: Get Up!</u> (x 5 15 minute sessions over 5 days)	<b>Module 1, Unit 2</b>  <u>Session 1: We don't have to be the same</u>  <u>Session 2: Respecting our bodies</u>  <u>Session 3: What is Puberty?</u>  <u>Session 4: Changing bodies</u>  <u>Session 5: Boy/Girl discussion groups</u>	<b>Module 1, Unit 3</b>  <u>Session 1: What am I feeling?</u>  <u>Session 2: What am I looking for?</u>  <u>Session 3: I am thankful!</u>	<b>Module 1, Unit 4</b>  <u>Session 1: Life Cycles</u>	<b>Module 3, Unit 1</b>  <u>Session 1: A community of love</u>  <u>Session 2: What is the Church?</u>  <b>Module 3, Unit 2</b>  <u>Session 1: How do I love others?</u>
Year 5	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Module 2</b> 'Created to Love Others'  <b>Module 3</b> 'Created to Live in Community'	<b>Module 1, Unit 1</b> <i>Religious understanding</i>  <b>Story session: Calming the storm</b> (x 5 15 minute sessions over 5 days)  <b>Module 2, Unit 1</b> <i>Religious understanding</i>  <b>Session 1: Is God calling you?</b>	<b>Module 2, Unit 2</b> <i>Personal relationships</i>  <b>Session 1: Under pressure</b>  <b>Session 2: Do you want a piece of cake?</b>  <b>Session 3: Self-Talk</b>	<b>Module 2, Unit 3</b> <i>Keeping safe</i>  <b>Session 1: Sharing isn't always caring</b>  <b>Session 2: Cyberbullying</b>  <b>Session 3: Types of abuse</b>  <b>Session 4: Impacted Lifestyles</b>  <b>Session 5: Making good choices</b>  <b>Session 6: Giving Assistance</b>	<b>Module 3, Unit 1</b> <i>Religious understanding</i>  <b>Session 1: The Trinity</b>  <b>Session 2: Catholic Social Teaching</b>	<b>Module 3, Unit 2</b> <i>Living in the wider world</i>  <b>Session 1: Reaching out</b>
	<u>Vocabulary</u>	Appropriate behaviour Balanced diet Banter	Erection Exercise Faith	Medicine Menstruation Being online / time online	Role model Sacrament Skills



	Baptism Block Community Compassion Conception Consent Consequences Created by God Creation Cyberbullying Delete Dignity Ejaculation Embryo Emergency Emergency services	Fallopian tubes Foetus Forgiveness Genitalia Germs Gifts God the Father God the Holy Spirit God the Son Made in God's image Gospel Gratitude Hormones Inappropriate behaviour Life cycles	Ovum P.A.N.T.S Passive smoking Penis Personal hygiene Placenta Pornography Prayer Peer pressure Private parts Puberty Reconciliation Resilience Respect Responsibilities	Special people Sperm Sin Testicles Trinity Umbilical cord Unique Urethra Uterus Vagina Virtues Vocation Vulva Wet dreams Womb
	<u>Core concepts</u>	Throughout Year 5 children will develop their knowledge and understanding in these core concepts: <ul style="list-style-type: none"> <li>• IALT recognise that in school and the wider community I can expect to be treated with respect by others and that I must do the same</li> <li>• IALT understand key facts about puberty and the changing adolescent body</li> <li>• IALT understand the importance of simple self-care techniques</li> <li>• IALT understand the benefits of leading an active lifestyle</li> <li>• IALT understand the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• IALT understand where and how to seek support</li> <li>• IALT understand and recognise that it is common for people to experience mental ill health</li> <li>• IALT see how important friendships are in making us feel happy and content</li> <li>• IALT understand the rules and principles for staying safe online (including information sharing)</li> </ul>		

- IALT recognise the impact my online actions could have on someone else
- IALT recognise and understand that there are different types of bullying (including cyber-bullying)
- IALT understand the negative impact bullying can have (including cyber-bullying)
- IALT understand appropriate boundaries in friendships
- IALT recognise when I am feeling unsafe and where to get advice and report it
- IALT understand the importance of good dental and physical hygiene
- IALT understand the impact a poor diet and inactive lifestyle can have
- IALT understand the facts about legal and illegal substances
- IALT understand that each person's body belongs to them
- IALT understand how to make a clear and efficient call to the emergency services

## Skills

Children will gain the knowledge and understanding to **describe** and **explain** that:

Skills	Skills	Skills	Skills	Skills
<p><b><u>Key objective: explain</u></b> Module 1, Unit 1</p> <ul style="list-style-type: none"> <li>• We were created individually by God who cares for us and wants us to put our faith in Him</li> <li>• Physically becoming an adult is a natural phase of life</li> <li>• 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!</li> </ul> <p><b><u>Key objective: describe</u></b> Module 2, Unit 1</p> <ul style="list-style-type: none"> <li>• That God calls us to love others</li> <li>• Ways in which we can participate in God's call to us</li> </ul>	<p><b><u>Key objective: explain</u></b> Module 2, Unit 2</p> <ul style="list-style-type: none"> <li>• That pressure comes in different forms, and what those different forms are</li> <li>• That there are strategies that they can adopt to resist pressure</li> <li>• What consent and bodily autonomy means</li> <li>• Different scenarios in which it is right to say 'no'</li> <li>• How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</li> </ul>	<p><b><u>Key objective: explain</u></b> Module 2, Unit 3</p> <ul style="list-style-type: none"> <li>• That their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• How to use technology safely</li> <li>• 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</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• What the term cyberbullying means and examples of it • What cyberbullying feels like for the victim</li> <li>• How to get help if they experience cyberbullying</li> <li>• What kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us,</li> </ul>	<p><b><u>Key objective: explain</u></b> Module 3, Unit 1</p> <ul style="list-style-type: none"> <li>• That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</li> <li>• That the Holy Spirit works through us to bring God's love and goodness to others</li> <li>• The principles of Catholic Social Teaching</li> <li>• That God formed them out of love, to know and share His love with others</li> </ul>	<p><b><u>Key objective: explain</u></b> Module 3, Unit 2</p> <ul style="list-style-type: none"> <li>• How to apply the principles of Catholic Social Teaching to current issues</li> <li>• Ways in which they can spread God's love in their community</li> </ul>

			<p>including parents, teachers and priests</p> <ul style="list-style-type: none"> <li>• The effect that a range of substances including drugs, tobacco and alcohol can have on the body</li> <li>• How to make good choices about substances that will have a positive impact on their health</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• How they may come under pressure when it comes to drugs, alcohol and tobacco</li> <li>• That they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</li> <li>• That the recovery position can be used when a person is unconscious but breathing</li> <li>• That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</li> </ul>		
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Year 5 GD	For all GD opportunities, see hyperlink below for each session and click ‘extended activities’:				
	<p><b>Module 1, Unit 1</b> <i>Religious understanding</i></p> <p><b><u>Story session: Calming the storm</u></b> (x 5 15 minute sessions over 5 days)</p>	<p><b>Module 2, Unit 2</b></p> <p><b><u>Session 1: Under pressure</u></b></p> <p><b><u>Session 2: Do you want a piece of cake?</u></b></p> <p><b><u>Session 3: Self-Talk</u></b></p>	<p><b>Module 2, Unit 3</b></p> <p><b><u>Session 1: Sharing isn’t always caring</u></b></p> <p><b><u>Session 2: Cyberbullying</u></b></p> <p><b><u>Session 3: Types of abuse</u></b></p>	<p><b>Module 3, Unit 1</b></p> <p><b><u>Session 1: The Trinity</u></b></p> <p><b><u>Session 2: Catholic Social Teaching</u></b></p>	<p><b>Module 3, Unit 2</b></p> <p><b><u>Session 1: Reaching out</u></b></p>

	<b>Module 2, Unit 1</b> <i>Religious understanding</i>  <u><a href="#">Session 1: Is God calling you?</a></u>		<u><a href="#">Session 4: Impacted Lifestyles</a></u>  <u><a href="#">Session 5: Making good choices</a></u>  <u><a href="#">Session 6: Giving Assistance</a></u>							
Year 6	<b>Autumn 1</b> <b>Module 1, Unit 1</b> <i>Religious understanding</i>  <b>Story session: Calming the storm</b> (x 5 15 minute sessions over 5 days)		<b>Spring 1</b> <b>Module 1, Unit 2</b> <i>Me. My body, my health</i>  <b>Session 1: Gifts and Talents</b>  <b>Session 2: Girls' Bodies</b>  <b>Session 3: Boys' Bodies</b>  <b>Session 4: Spots and Sleep</b>		<b>Spring 2</b> <b>Module 1, Unit 3</b> <i>Emotional well-being</i>  <b>Session 1: Body Image</b>  <b>Session 2: Funny Feelings</b>  <b>Session 3: Emotional Changes</b>  <b>Session 4: Seeing Stuff Online</b>		<b>Summer 1</b> <b>Module 1, Unit 4</b> <i>Life cycles</i>  <b>Session 1: Making Babies (Part 1)</b>  <b>Session 2: Making Babies (Part 2)</b>  <b>Session 3: Menstruation</b>		<b>Summer 2</b> <b>Module 3, Unit 1</b> <i>Religious understanding</i>  <b>Session 1: The Trinity</b>  <b>Session 2: Catholic Social Teaching</b>  <b>Module 3, Unit 2</b> <i>Living in the wider world</i>  <b>Session 1: Reaching Out</b>	
<b>Module 1</b> 'Created and Loved by God'  <b>Module 3</b> 'Created to Live in Community'	<u>Vocabulary</u> Appropriate behaviour  Balanced diet  Banter  Baptism  Block  Community		Erection  Exercise  Faith  Fallopian tubes  Foetus Forgiveness		Medicine  Menstruation  Being online / time online  Ovum  P.A.N.T.S  Passive smoking		Role model  Sacrament  Skills  Special people  Sperm  Sin			

		<p>Compassion</p> <p>Conception</p> <p>Consent</p> <p>Consequences</p> <p>Created by God Creation</p> <p>Cyberbullying</p> <p>Delete</p> <p>Dignity</p> <p>Ejaculation</p> <p>Embryo</p> <p>Emergency</p> <p>Emergency services</p>	<p>Genitalia</p> <p>Germs</p> <p>Gifts</p> <p>God the Father</p> <p>God the Holy Spirit</p> <p>God the Son</p> <p>Made in God's image</p> <p>Gospel</p> <p>Gratitude</p> <p>Hormones</p> <p>Inappropriate behaviour</p> <p>Life cycles</p>	<p>Penis</p> <p>Personal hygiene</p> <p>Placenta</p> <p>Pornography</p> <p>Prayer</p> <p>Peer pressure</p> <p>Private parts</p> <p>Puberty</p> <p>Reconciliation</p> <p>Resilience</p> <p>Respect</p> <p>Responsibilities</p>	<p>Testicles</p> <p>Trinity</p> <p>Umbilical cord</p> <p>Unique</p> <p>Urethra</p> <p>Uterus</p> <p>Vagina</p> <p>Virtues</p> <p>Vocation</p> <p>Vulva</p> <p>Wet dreams</p> <p>Womb</p>
	<p><u>Core Concepts</u></p>	<p>Throughout Year 6 children will develop their knowledge and understanding in these core concepts:</p> <ul style="list-style-type: none"> <li>• IALT recognise that in school and the wider community I can expect to be treated with respect by others and that I must do the same</li> <li>• IALT recognise that the characteristics of friendships experience problems and difficulties</li> <li>• IALT understand the importance of respecting others despite our differences</li> <li>• IALT recognise and understand the importance of self-respect</li> <li>• IAL about the key facts about puberty and girls' changing bodies</li> <li>• IAL how to recognise and talk about my emotions</li> <li>• IAL about key facts about puberty and boys' changing bodies</li> <li>• IAL that stable, caring relationships are important for growing up</li> <li>• IALT understand the benefit of rationing time spent online</li> <li>• IALT understand the importance of sufficient good sleep</li> <li>• IALT seek support if I am worried about my health (mental health included)</li> <li>• IALT understand what it takes to have a healthy lifestyle (including the physical and mental health benefits)</li> <li>• IALT understand what it means to have good dental and personal hygiene</li> <li>• IALT understand and recognise what a stereotype is and how they can be unfair and negative</li> <li>• IALT the meaning of trust and how to judge when a friendship is making me feel unhappy or unsafe</li> </ul>			

- IAL how to recognise and talk about my emotions (including a variety of vocabulary to describe my emotions)
- IALT understand that there is a normal range of emotions
- IALT acknowledge that everybody can experience mental ill health
- IAL the keys facts about the menstrual cycle

### Skills

Children will gain the knowledge and understanding to **describe** and **explain** that:

<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
<p><b><u>Key objective: explain</u></b> Module 1, Unit 1</p> <ul style="list-style-type: none"> <li>• We were created individually by God who cares for us and wants us to put our faith in Him</li> <li>• Physically becoming an adult is a natural phase of life</li> <li>• 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!</li> </ul>	<p><b><u>Key objective: explain</u></b> Module 1, Unit 2</p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community</li> <li>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• That human beings are different to other animals</li> <li>• About the unique growth and development of humans, and the changes that girls and boys will experience during puberty</li> <li>• About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately</li> <li>• The need for modesty and appropriate boundaries</li> <li>• 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</li> </ul>	<p><b><u>Key objective: explain</u></b> Module 1, Unit 3</p> <ul style="list-style-type: none"> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</li> <li>• A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action</li> <li>• That some behaviour is wrong, unacceptable, unhealthy or risky</li> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being</li> <li>• The difference between harmful and harmless videos and images</li> <li>• The impact that harmful videos and images can have on young minds</li> <li>• Ways to combat and deal with viewing harmful videos and images</li> </ul>	<p><b><u>Key objective: explain</u></b> Module 1, Unit 4</p> <ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb</li> <li>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> <li>• Some practical help on how to manage the onset of menstruation</li> </ul> <p><u>NON STATUTORY - schools should make their own choices over these:</u></p> <ul style="list-style-type: none"> <li>• Basic scientific facts about sexual intercourse between a man and woman</li> <li>• The physical, emotional, moral and spiritual implications of sexual intercourse</li> <li>• The Christian viewpoint that sexual intercourse should be saved for marriage</li> </ul>	<p><b><u>Key objective: explain</u></b> Module 3, Unit 1</p> <ul style="list-style-type: none"> <li>• That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</li> <li>• That the Holy Spirit works through us to bring God's love and goodness to others</li> <li>• The principles of Catholic Social Teaching</li> <li>• That God formed them out of love, to know and share His love with others</li> </ul> <p><b><u>Key objective: explain</u></b> Module 3, Unit 2</p> <ul style="list-style-type: none"> <li>• How to apply the principles of Catholic Social Teaching to current issues</li> <li>• Ways in which they can spread God's love in their community</li> </ul>

Year 6 GD

For all GD opportunities, see hyperlink below for each session and click 'extended activities':

**Module 1, Unit 1**  
*Religious understanding*

**Story session: Calming the storm**  
(x 5 15 minute sessions over 5 days)

**Module 1, Unit 2**

**Session 1: Gifts and Talents**

**Session 2: Girls' Bodies**

**Session 3: Boys' Bodies**

**Session 4: Spots and Sleep**

**Module 1, Unit 3**

**Session 1: Body Image**

**Session 2: Funny Feelings**

**Session 3: Emotional Changes**

**Session 4: Seeing Stuff Online**

**Module 1, Unit 4**

**Session 1: Making Babies (Part 1)**

**Session 2: Making Babies (Part 2)**

**Session 3: Menstruation**

**Module 3, Unit 1**

**Session 1: The Trinity**

**Session 2: Catholic Social Teaching**

**Module 3, Unit 2**

**Session 1: Reaching Out**