



AUTUMN 1			Links to protected characteristics	Links to British Values
Subject	Link to DfE document	Learning outcomes: Children will:		
RE – Families	Families and people who care for me	<ul style="list-style-type: none"> Recognise the importance of welcome, of feeling comfortable with new situations and belonging to new groups. Understand the christian belief that everyone is invited to share in the life and work of god through baptism. 	I know that people feel good about different things. There are different family structures and they should be respected.	I have the right to be different.
RE – Belonging	Families and people who care for me		Recognise, respect and celebrate the fact we are all different. Proud to be me.	Recognise, respect and celebrate the fact that we are all different; I am tolerant of people who are different to me; I have the right to be different.
British Values Week	Respectful relationships	<ul style="list-style-type: none"> Understand the British Value - ‘Rule of Law’. Understand why we have rules, how rules help to keep us safe and live in a coherent and civilised society. 		I know rules and laws keep me and others safe and happy.
Safety Week – Road Safety	Being Safe	<ul style="list-style-type: none"> Be able to recognise things that propose a risk whilst walking to and from school. List rules to follow when crossing the road. 	I know how to get help when I, or someone else, is upset, worried or hurt.	I know how to get help when someone does not follow the rules and that makes me worried. I know rules and laws keep me and others safe and happy.
PE – Games	Physical health and fitness Respectful relationships	<ul style="list-style-type: none"> Be able to explain why it is important to have an active lifestyle. Be able to ‘take turns’, be a gracious winner and not a ‘sore loser’. 	I treat everyone well. I know that some people may need more help than others.	I show everyone respect.



AUTUMN 2			Links to protected characteristics	Links to British Values
Subject	Link to DfE document	Learning outcomes: Children will:		
RE – Judaism	Respectful Relationships	<ul style="list-style-type: none"> Listen to and learn from a member of the Jewish faith. Retell some stories from the origins of the Jewish faith 	Recognise, respect and celebrate the fact we are all different.	Recognise, respect and celebrate the fact that we are all different; I am tolerant of people who are different to me; I have the right to be different. I learn about other people's beliefs.
Anti-bullying week	Respectful Relationships	<ul style="list-style-type: none"> Recognise that bullying is hurting somebody again and again on purpose. Know what to do if they witness bullying. Explore the consequences of bullying. 	Recognise, respect and celebrate the fact we are all different. Everyone needs help sometimes and I know how to ask for help.	Recognise, respect and celebrate the fact that we are all different; I am tolerant of people who are different to me; I have the right to be different.
Online Safety Week Computing – E-safety	Online Relationships Being Safe	<ul style="list-style-type: none"> Understand what we mean by 'online' Understand that we need to keep ourselves as safe online as we do in the real world Consider how online scenarios compare to real life situations Begin to understand the smart rules to follow when online 	I know how to get help when I, or someone else, is upset, worried or hurt. Everyone needs help sometimes and I know how to ask for help.	I know how to get help when someone does not follow the rules and that makes me worried. I know rules and laws keep me and others safe and happy.
Life to the Full Let the Children Come	Families and people who care for me Respectful Relationships	<ul style="list-style-type: none"> Know we are created individually by God Know that we are created as a unity of body, mind and spirit: who we are matters and what we do matters Know that we are part of God's family; Understand that saying sorry is important and can mend friendships; 	Recognise, respect and celebrate the fact we are all different. Proud to be me.	Recognise, respect and celebrate the fact that we are all different; I am tolerant of people who are different to me; I have the right to be different.

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God Loves you		<ul style="list-style-type: none"> Understand that we should love other people in the same way God loves us. 		
PE Gymnastics	Physical Health and fitness	<ul style="list-style-type: none"> Be able to explain why it is important to have an active lifestyle. 	<p>I treat everyone well.</p> <p>I know that some people may need more help than others.</p>	I show everyone respect.

SPRING 1			Links to protected characteristics	Links to British Values
Subject	Link to DfE document	Learning outcomes: Children will:		
RE – Special People	Families and people who care for me	<ul style="list-style-type: none"> Know and understand that there are special people in our lives who are there to help us Know and understand that on Sunday, in church, we meet people who do special jobs as we gather to celebrate the good news of Jesus 	I know that different communities have things that make them special.	I know that I can make a difference and that I can help others to make a difference. I listen to other people's opinions.
RE – Meals	Families and people who care for me	<ul style="list-style-type: none"> Know and understand that families and groups share special meals Know and understand Mass as Jesus' special meal 	I know that different communities have things that make them special.	
Life to the Full <ul style="list-style-type: none"> Special People Treat Others Well ...And Say Sorry 	Families and people who care for me Caring Friendships Respectful relationships	<ul style="list-style-type: none"> Identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; Understand the importance of nuclear and wider family; Understand the importance of being close to and trusting special people and telling them if something is troubling them. Recognise how their behaviour affects other people, and that there is appropriate and inappropriate behaviour; 	<p>I know that people feel good about different things.</p> <p>I know that different communities have things that make them special.</p> <p>I treat everyone well.</p>	<p>I know how to value other people and their opinion.</p> <p>I know how to be trustworthy.</p> <p>I know I should treat other people with respect.</p> <p>Recognise, respect and celebrate the fact that we are all different;</p>



		<ul style="list-style-type: none"> Identify the characteristics of positive and negative relationships; Know the different types of teasing and that all bullying is wrong and unacceptable. Recognise when they have been unkind and say sorry; Recognise when people are being unkind to them and others and how to respond; Know that when we are unkind to others, we hurt god also and should say sorry to him as well; Know that we should forgive like jesus forgives. 	<p>I know it is important to care for everyone, even when they seem different to me.</p> <p>There are different family structures and they should be respected.</p> <p>I know that some people may need more help than others.</p> <p>I understand that people can be hurt by unkind words and deeds.</p> <p>Recognise, respect and celebrate the fact we are all different.</p> <p>Proud to be me.</p>	<p>I am tolerant of people who are different to me</p> <p>I have the right to be different.</p>
PE – Ball Control	Physical health and fitness Respectful relationships	<ul style="list-style-type: none"> Be able to explain why it is important to have an active lifestyle. Be able to ‘take turns’, be a gracious winner and not a ‘sore loser’. 	<p>I treat everyone well.</p> <p>I know that some people may need more help than others.</p>	I show everyone respect.

SUMMER 1			Links to protected characteristics	Links to British Values
Subject	Link to DfE document	Learning outcomes: Children will:		
RE – Holidays and Holy Days	Caring Friendships Mental wellbeing	<ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends. That there is a normal range of emotions (e.g. Happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in 	I know it is important to care for everyone, even when they seem different to me	I know I should treat other people with respect.

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		relation to different experiences and situations.		
RE – Being Sorry	Respectful Relationships	<ul style="list-style-type: none"> Learn practical steps they can take in a range of different contexts to improve or support respectful relationships. Learn the conventions of courtesy and manners. Learn the importance of self-respect and how this links to their own happiness. 	<p>I understand that people can be hurt by unkind words</p> <p>Different things make different people sad or happy.</p>	<p>I know that I should treat other people with respect</p> <p>I know how to be trustworthy.</p>
Life to the Full Module 3 Unit 1 Session 2 Three in One	Caring friendships	<ul style="list-style-type: none"> Know that God is love: Father, Son and Holy Spirit Know That being made in His image means being called to be loved and to love others Learn how important friendships are in making us feel happy and secure, and how people choose and make friends. 	I know that I am a treasure, and other people are too.	I recognise, respect and celebrate the fact that we are all different.
PE	Physical health and fitness Respectful relationships	<ul style="list-style-type: none"> be able to explain why it is important to have an active lifestyle. Be able to ‘take turns’, be a gracious winner and not a ‘sore loser’. 	<p>I treat everyone well.</p> <p>I know that some people may need more help than others.</p>	I show everyone respect.

SUMMER 2			Links to protected characteristics	Links to British Values
Subject	Link to DfE document	Learning outcomes: Children will:		

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RE – Neighbours	Respectful Relationships	<ul style="list-style-type: none"> • Be able to talk about their experience and feelings about neighbours. • Be able to say what they wonder about neighbours, both locally and globally. • Be able to ask and respond to questions about their own and others’ experiences and feelings about neighbours. • Learn the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	I know that different communities have things that make them special	<p>I know that I can make a difference and that I can help others make a difference.</p> <p>I listen to other people’s opinions.</p>
RE – Other Faiths (Islam)	Respectful relationships	<ul style="list-style-type: none"> • Learn the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Learn that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<p>I know that different communities have things that make them special</p> <p>Recognise, respect and celebrate the fact we are all different.</p>	<p>I know how to value other people and their opinion.</p> <p>I show everyone respect</p> <p>I learn about other people’s beliefs</p>
Life to the Full Module 3 Unit 2: Who is my neighbour?	Respectful Relationships	<ul style="list-style-type: none"> • Know what a community is, and that God calls us to live in community with one another • Hear scripture illustrating the importance of living in community as a consequence of this learn about Jesus’ teaching on neighbours • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), 	I know that different communities have things that make them special	<p>I know that I can make a difference and that I can help others make a difference.</p> <p>I listen to other people’s opinions.</p>

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		or make different choices or have different preferences or beliefs.		
History – Water Safety	Being Safe	<ul style="list-style-type: none"> • be able to recognise things that propose a risk whilst around water • list rules to follow when at the seaside/swimming pool. 	I know how to get help when I, or someone else, is upset, worried or hurt.	<p>I know how to get help when someone does not follow the rules and that makes me worried.</p> <p>I know rules and laws keep me and others safe and happy.</p>
PE	Physical health and fitness Respectful relationships	<ul style="list-style-type: none"> • be able to explain why it is important to have an active lifestyle. • Be able to ‘take turns’, be a gracious winner and not a ‘sore loser’. 	<p>I treat everyone well.</p> <p>I know that some people may need more help than others.</p>	I show everyone respect.