



Autumn 1				
Subject	Link to DfE document	LEARNING OUTCOMES: Children will:	Links to Protective Characteristics	Links to British Values
RE – Reconciliation	Spiritual	<ul style="list-style-type: none"> understand the celebration of Reconciliation – What Catholics believe and do acquire the skills of assimilation, celebration and application of the above. know and understand building bridges of friendship. 	I should be honest but not hurtful I treat everyone well I know that others should say sorry when they have done something to upset or worry me; I know how to say sorry	I know that people have important opinions. And that we can make decisions together
RE – People	Spiritual	<ul style="list-style-type: none"> Explore our family tree. Understand Jesus had a family like ours. Explore the story of Abraham, Explore the story of Jacob. Explore the story of Ruth. Understand the role of Joseph in Jesus’ life. 	I am unique and I am proud to be me. I recognise, respect and celebrate the fact that we are all different	I show everyone respect and tolerance I learn about other people’s thoughts and beliefs
British Values Week	Respectful Relationships	<ul style="list-style-type: none"> Explore democracy. Understand what makes up a democracy. Hold own democratic vote. 	I understand that each community should be treated fairly and with respect	I understand that choices made can affect others. I know rules and laws keep me and others safe and happy I know that it is important for everyone to have a voice and influence in important decisions
PSHE – Get up	Physical Health	<ul style="list-style-type: none"> Learn that we are created individually by God who is Love, designed in His own image and likeness 	What makes me unique? I am proud to be me.	Recognise, respect and celebrate that we are all different.



		<ul style="list-style-type: none"> Learn that God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) Learn that every human life is precious from the beginning of life (conception) to natural death Learn that personal and communal prayer and worship are necessary ways of growing in our relationship with God 		
PE –	Physical health and fitness.	<ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active Lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 	<p>People look different</p> <p>I know that I am a treasure, and other people are too.</p>	<p>I know that people have the right to be well-cared for and should have the things they need to look after themselves.</p>

Spring 1				
Subject	Link to DfE document	LEARNING OUTCOMES: Children will:	Links to Protective Characteristics	Links to British Values
Life to the Full What am I feeling? What am I looking at? I am thankful! (Module 1 Unit 3)	Mental wellbeing Internet safety and harms	<ul style="list-style-type: none"> Learn that emotions change as they grow up (including hormonal effects); Deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action; Learn what emotional well-being means; Learn that positive actions help emotional well-being (beauty, art, etc. Lift the spirit); Learn that talking to trusted people helps emotional well-being (eg parents/carer/teacher/parish priest). Recognise that images in the media do not always reflect reality and can affect how people feel about themselves. 	<p>I know we all have different feelings.</p> <p>I know I should not hurt other people’s feelings.</p>	<p>I know that I should support treat other people with respect.</p>



		<ul style="list-style-type: none"> Learn that some behaviour is wrong, unacceptable, unhealthy and risky; Learn that thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media. 		
RE – Community	Community	<ul style="list-style-type: none"> Explore the communities we belong to e.g. school, family, local, clubs ect. Explore how our church and parish make up a community we can be involved in that is safe. Be able to explain how a community can serve others e.g. how a parish can serve the church community. To explain why communities, gather to share experiences. 	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 make a difference. I learn how to value other people and their opinion. I listen to other people's opinions
Spring 2				
Computing E-Safety	Internet Safety and Harms Online relationships	<ul style="list-style-type: none"> know that security symbols such as a padlock protect their identity online. know the meaning of the term 'phishing' and are aware of the existence of scam websites. explain what a digital footprint is and how it relates to identity theft. identify possible risks of installing free and paid for software. determine whether activities that they undertake online, infringe another's' copyright. They know the difference between researching and using information and copying it take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. 	I do not use unkind words or actions to others who look, speak, act or believe in a different way to me. I know how to get help when I, or someone else, is upset, worried or hurt. I treat everyone well.	I know how to get help when someone does not follow the rules and that makes me worried. I show everyone respect and tolerance. I know rules and laws keep me and others safe and happy.



		<ul style="list-style-type: none"> • give reasons for limiting screen time. 		
RE – Giving and Receiving	Respectful relationships	<ul style="list-style-type: none"> • The importance of giving important as well as receiving. • The joys and demands of giving and receiving. Why is giving and receiving important in any group? • To explore the importance of living in communion. 	I treat everyone well.	I know that people have important opinions. And that we can make decisions together
RE – Self Discipline	Mental wellbeing	<ul style="list-style-type: none"> • Be able to ask and respond to questions about their own and others’ experiences of being self-disciplined. • Be able to ask questions about what they and others wonder about how people can reach their full potential and realise that some of these questions are not easy to answer. • Be able to make links to show how feeling and beliefs affect their self-discipline and that of others. • Be able to compare their own and other people’s ideas about questions concerning the need for self-discipline and realise that some of these questions are difficult to answer. • 	<p>What makes me unique? I am proud to be me.</p> <p>I know that we all have different talents and abilities. I know that people can support others in different ways.</p>	Recognise, respect and celebrate that we are all different.
Life to the Full – We don’t have to be the same (Module 1 Unit 2) Respecting our Bodies (Module 1 Unit 2)	Being safe	<ul style="list-style-type: none"> • To know similarities and differences between people arise as they grow and make choices, and that by living and working together (‘teamwork’) we create community. • Understand the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do. • Learn correct naming of genitalia; • Learn what changes will happen to boys during puberty; 	Boys can be different, but can also be the same Some people do not want to be described as “a boy” or “a girl”	I show tolerance and respect.



		<ul style="list-style-type: none"> Learn what changes will happen to girls during puberty. 		
English/Guided Reading – Homelessness	Mental wellbeing Health and Hygiene	<ul style="list-style-type: none"> Understand that mental wellbeing is a normal part of daily life, in the same way as physical health and can be affected by homelessness. Understand personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	I know how to get help when I, or someone else, is upset, worried or hurt.	I understand that choices made can affect others I know that it is important to be tolerant
NSPCC PANTS assembly	Being Safe	<ul style="list-style-type: none"> That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources. 	What makes me unique? I am proud to be me.	Recognise, respect and celebrate that we are all different. I show others respect and tolerance.
PE –	Physical health and fitness.	<ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active Lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 	People look different I know that I am a treasure, and other people are too.	I know that people have the right to be well-cared for and should have the things they need to look after themselves.
D&T – Edible Gardens	Healthy Eating	<ul style="list-style-type: none"> What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. 	I know that I am a treasure, and other people are too.	I know that people have the right to be well-cared for and



		<ul style="list-style-type: none"> The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) 		should have the things they need to look after themselves.
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Summer 1				
Subject	Link to DfE document	LEARNING OUTCOMES: Children will:	Links to Protective Characteristics	Links to British Values
Life to the Full Module 1 Unit 2 What is Puberty? Module 1 Unit 2 Session 4 Changing Bodies Girl/Boy Discussion groups	Changing adolescent body	<ul style="list-style-type: none"> Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God’s plan for our bodies. Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty. 	People look different	<p>I know that people have the right to be well-cared for and should have the things they need to look after themselves.</p> <p>I show everyone respect and tolerance.</p>
RE – Called	Caring friendships	<ul style="list-style-type: none"> Learn the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Learn that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	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 learn how to value other people and their opinion.</p> <p>I listen to other people’s opinions.</p>
RE – New Life	Mental wellbeing	<ul style="list-style-type: none"> Be able to make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others’ behaviour. 	I know we all have different feelings.	I show others respect and tolerance.



		<ul style="list-style-type: none"> Be able to compare their own and other people’s ideas about how good news brings life. 	I know how to be a good friend I recognise, respect and celebrate the fact that we are all different.	
PE –	Physical health and fitness.	<ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active Lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 	<p>People look different</p> <p>I know that I am a treasure, and other people are too.</p>	I know that people have the right to be well-cared for and should have the things they need to look after themselves.

Summer 2				
Subject	Link to DfE document	LEARNING OUTCOMES: Children will:	Links to Protective Characteristics	Links to British Values
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. 	I know that different communities have things that make them special	Recognise, respect and celebrate the fact that we are all different. I am tolerant of people who are different to me.
RE – God’s People	Respectful Relationships	<ul style="list-style-type: none"> Be able to ask and respond to questions about their own and others’ experiences and feelings of ordinary people doing extraordinary things. Be able to ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to answer. 	I understand that each community should be treated fairly and with respect.	<p>I know that it is important for everyone to have a voice and influence in important decisions.</p> <p>I understand that each community</p>



		<ul style="list-style-type: none"> • Be able to make links to show how feelings and beliefs affect their behaviour and that of others, using the example of Eric or other examples. • Be able to compare their own and other people's ideas about the question of what makes a person do extraordinary things and find it is difficult to answer. • Be able to show how their own and others' decisions about actions in life are informed by beliefs and values. 		should be treated fairly and with respect.
Life to the Full – Life Cycles (Module 1 Unit 4)	Physical Health and fitness Changing adolescent body	<ul style="list-style-type: none"> • Be able to discuss the stages of life before birth; • Have a better knowledge of technical terms related to life before birth; • Engage in a time of prayerful reflection. 	Boys can be different, but can also be the same. Some people do not want to be described as "a boy" or "a girl". I know that I am a treasure, and other people are too.	I know that people have the right to be well-cared for and should have the things they need to look after themselves.
Life to the Full Module 3 Unit 1: A Community of Love; What is the Church?	Caring friendships	<ul style="list-style-type: none"> • Learn that God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' • The human family is to reflect the Holy Trinity in mutual charity and generosity 	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.	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active Lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 	People look different I know that I am a treasure, and other people are too.	I know that people have the right to be well-cared for and should have the things they need to look after themselves.

- *Opportunities to address sexual abuse and violence through Ten Ten