

## Skills and knowledge progression – Learning for Life

National Curriculum Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Learning for life at our school, which includes Personal, Social, Health and Economic (PSHE) education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life in modern Britain. It contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions... Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.</p> <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>• Secure accurate and relevant knowledge, and have opportunities to turn that knowledge into personal understanding</li> <li>• Have opportunities to explore, clarify and if necessary, challenge, own and others' values, attitudes, beliefs and responsibilities</li> <li>• Develop the skills, language and strategies needed in order to live healthy, safe, fulfilling, responsible and balanced lives.</li> </ul>	<p>At SSPP, our whole vision threads through everything we do to ensure that every child has the opportunity to 'let their light shine'. We want all our children to be given the tools to become successful and well-rounded citizens, now and in their future.</p> <p>Our 'Learning for Life' curriculum is an umbrella term that incorporates PSHE, RSE, British Values and SMSC. Our curriculum ensures that children and young people leaving Primary school are equipped with the knowledge, understanding, skills and confidence to cope with the many pressures and challenges of modern society. Learning about friendships and family are the building blocks to help children to understand themselves and others. As part of our RSE strand, children are prepared for the physical and emotional changes they undergo at puberty, as well as teaching them about safety and being safe. Education for the connected world will ensure children understand they have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can bring to them, appropriate to their age and stage. RSE should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have high self-esteem and good mental health and well-being.</p> <p>At our school, we promote British values by appreciating the diversity of backgrounds of all pupils, families and wider school community. The fundamental aspects of British values; Democracy, Rules of Law; mutual respect and tolerance for other faiths and individual liberty have been embedded into our 'Learning for life' curriculum.</p>

<p>Links to learning in EYFS</p> <ul style="list-style-type: none"> <li>• Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</li> <li>• Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas.</li> <li>• Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations.</li> </ul>	<p>Experiences every child should have:</p> <ul style="list-style-type: none"> <li>• Have opportunities to develop their skills and knowledge in safe, real-life contexts (Crucial Crew).</li> <li>• Take on positions of responsibility and leadership within school (School Council, Shield.).</li> <li>• Participate in democracy, through annual School Council elections in Years 1-6 (with speeches, voting papers, a secret ballot and all votes counted.)</li> <li>• Meet local leaders in a range of fields (councillors, faith leaders, business people etc.) and learn about their role and the skills they need to be successful.</li> <li>• Participate in fundraising and other charity events (Mini Vinnies)</li> <li>• Have regular opportunities to discuss personal views, ideas and beliefs in an open, trusting environment.</li> </ul>
---	---

**KS1**  
**Year 1/Year 2**  
**Progression of Knowledge and Skills**

**Module 1**

Unit/Topic	Learning Objectives	Progress Markers	Vocabulary
<b>Me, My Body, My Health</b>	<p>Children will learn:</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 (<i>naming genitalia will depend on Key Decision #1 made by individual schools</i>)</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>• That our bodies are good and we need to look after them</li> <li>• About what constitutes a healthy lifestyle, including physical</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All children will</b> know that we are unique; that their bodies, created by God, are good; and that they need to take good care of their bodies.</li> <li>• <b>Most children will</b> understand that part of being unique means we each have individual gifts, talents and skills; will be able to name taught body parts and describe how they can be used; and will be able to articulate various ways of keeping healthy and maintaining personal hygiene.</li> </ul>	<p>unique special similarities differences individual gifts talents skills similarities differences gender stereotypes equal value worth favourite interests' personality physical appearance shoulders legs arms ears head genitalia scientific penis testicles vulva vagina urethra private care special good super balanced diet clean wash brush sleep teeth hair body hygiene healthy</p>

	<ul style="list-style-type: none"> <li>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>	<ul style="list-style-type: none"> <li><b>Some children will</b> be able to articulate what makes themselves and others unique in terms of their individual gifts, talents and skills as well as their physicality; will demonstrate foreknowledge of body parts and confidently offer opinions around gender stereotypes; and will be able to confidently reflect on aspects of their own lifestyle that are healthy/could be healthier.</li> </ul>	
<b>Emotional Well-being</b>	<p>Children will learn:</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>About 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> <li>That Jesus died on the cross so that we would be forgiven</li> </ul>	<ul style="list-style-type: none"> <li><b>All children will</b> have a basic understanding of their own feelings, likes and dislikes; will understand that feelings and actions are two different things; and will understand that choices have consequences.</li> <li><b>Most children will</b> show respect for the likes/dislikes of others, and understand that people might experience feelings differently; will understand what it means to have choice over their actions, in spite of their feelings; and will be able to describe some simple strategies for managing feelings and maintaining good behaviour, including a basic understanding of the concept of forgiveness.</li> <li><b>Some children will</b> demonstrate high emotional awareness through confident discussion of feelings, likes, dislikes and the needs of themselves and others; will demonstrate a nuanced understanding of the range of intensity with which feelings can be experienced and share personal examples of times when they have chosen to act differently to how they felt; will demonstrate empathy when discussing the feelings/actions of others and have a deeper level of understanding about how we can forgive others because God forgives us.</li> </ul>	like/dislike love/hate prefer feelings positive/negative loved respected safe excited frightened worried happy sad annoyed bored sleepy calm disgusted feelings actions choice extremely very a little bit fight angry annoyed negative positive feelings actions consequences choice mistakes sorry forgiveness God Jesus Sin separate friends Garden of Eden die Cross Sacrament of Reconciliation

<b>Life Cycles</b>	Children will learn: <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>	<ul style="list-style-type: none"> <li>• <b>All children will</b> understand that there are different stages of life and what these are.</li> <li>• <b>Most children will</b> understand that these life stages from birth to death are part of God's plan for us, and be able to describe what different life stages are like.</li> <li>• <b>Some children will</b> be able to confidently reflect back on their own journey of growth and look forward to future changes.</li> </ul>	different similar special growing changing God's plan God's love baby child teenager adult elderly person beginning ending middle birth lifetime death heaven God's love baby child teenager adult elderly person natural life cycle grief loss sad grumpy angry confused hard to concentrate lonely shocked puzzled messy hope
<b>Module 2</b>			
<b>Personal Relationships</b>	Children will learn: <ul style="list-style-type: none"> <li>• About '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>• About the characteristics of positive and negative relationships</li> <li>• About different types of teasing and that all bullying is wrong and unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All children will</b> understand the concept of 'special people' and identify their own; will gain a basic understanding of what is appropriate and inappropriate behaviour; and will understand the importance of saying sorry and seeking forgiveness to mend friendships.</li> <li>• <b>Most children will</b> understand that their 'special people' are special to them in different ways, and be able to identify who they would go to if something was troubling them; will be able to</li> </ul>	family mum dad brother sister grandma grandad friend priest special loving listen safe responsible adult behaviour appropriate inappropriate OK not OK nasty mean teasing bullying rude lies generous helpful honest unfair jealous welcoming selfish fun good listener fair trust steal hurt fault blame forgiveness argument responsible sorry feelings actions trust hurt mistakes sin

	<ul style="list-style-type: none"> <li>• To recognise when they have been unkind and say sorry</li> <li>• That when people are being unkind to them and others and how to respond</li> <li>• That 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>describe and strive to practise the qualities of being a good friend; will understand that when we are unkind to others, we hurt God too and so should say sorry to Him; and be able to identify times when they have been unkind.</p> <ul style="list-style-type: none"> <li>• <b>Some children will</b> demonstrate deep emotional understanding of their own and Super Susie's 'special people', and confidently articulate what makes each of them so special; will show a more nuanced understanding of good/bad relationships (friendships) and how this relates to teasing and bullying; and will demonstrate further self-awareness about their own treatment of others and how they should forgive like Jesus forgives us.</li> </ul>	
<p><b>Keeping Safe</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That there are 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> <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>• About what is and isn't an emergency</li> <li>• That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade</li> <li>• That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All children will</b> understand that there are good secrets and bad secrets; that medicines are drugs, but not all drugs are good for us; understand what is and isn't an emergency; and will have a sense about what is and isn't a medical emergency, and how to call 999 for help.</li> <li>• <b>Most children will</b> be able to describe and give examples of good/bad secrets, and understand that they should be open and honest with 'special people' if anything troubles them; will understand that alcohol and tobacco are harmful substances that are illegal for children to access; will understand that in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade; and will understand that First Aid can be used in many situations where an ambulance is not required, and demonstrate understanding of basic First Aid.</li> </ul>	<p>good secret bad secret surprise  safe unsafe temporary forever  trust threat guilty private matter  body God respect gift  appropriate inappropriate PANTS  rules private physical touch  positive negative feelings  affection safe unsafe  necessary  unnecessary permission  secret trust comfortable  uncomfortable  harm private parts  same born  medicines drugs alcohol  cigarettes tobacco un/harmful  substance addictive nicotine pills  consume smoke bleach needles  liquids doctor pharmacy  emergency police officer  fire brigade firefighter  ambulance paramedic vaccine  999 injury sick pain  struggling car crash help caution  germs  emergency  police fire brigade</p>

	<ul style="list-style-type: none"><li>• Some basic principles of First Aid</li></ul>		ambulance paramedic 999 injury help twists sprains RICE (Rest, Ice, Compression, Elevation) burns cuts
--	--	--	--

		<ul style="list-style-type: none"> <li>• <b>Some children will</b> demonstrate deeper empathy and understanding of the feelings involved with good/bad secrets, and how to resist pressure when feeling unsafe; will show a nuanced understanding that, because our bodies are created by God, we should take care of them and be careful about what we consume; will demonstrate confidence, emotional maturity and strong communication skills when role playing 999 phone calls; and will confidently demonstrate knowledge of First Aid, and be curious about First Aid that can be used whilst waiting for an ambulance.</li> </ul>	
<b>Module 3</b>			
<b>Living in the Wider World</b>	Children will learn: <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> </ul>	<ul style="list-style-type: none"> <li>• <b>All children will</b> understand that they belong to different communities.</li> <li>• <b>Most children will</b> understand that their</li> </ul>	community consequences responsibilities national global school parish home receptionist teacher teaching assistant caretaker cleaner headteacher priest altar server reader choir recycling litter respectful graffiti

	<ul style="list-style-type: none"> <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>	<p>actions/inactions can help/harm the communities they are part of.</p> <ul style="list-style-type: none"> <li>• <b>Some children will</b> demonstrate a deeper understanding of their roles and responsibilities in different communities, and show a duty of care for the world in which we live.</li> </ul>	
--	---	---	--

**LKS2**  
**Year 3/Year 4**  
**Progression of Knowledge and Skills**

**Module 1**

Unit/Topic	Learning Objectives	Progress Markers	Vocabulary
<b>Me, My Body, My Health</b>	<p>Children will learn that:</p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All children will</b> understand that our similarities and differences should be celebrated; and will</li> </ul>	<p>similarities differences unique skills talents confident self-confidence changeable teamwork community beloved Child of God</p>
	<p>and make choices, and that by living and working together ('teamwork') we create community</p> <ul style="list-style-type: none"> <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>understand some basic ways of taking care of their bodies.</p> <ul style="list-style-type: none"> <li>• <b>Most children will</b> understand that we should find our self-confidence in God, who loves us and calls us His children; and will understand that our bodies are a gift from God and how to respect them in various ways through what we wear, eat and do.</li> <li>• <b>Some children will</b> demonstrate a more nuanced understanding of why being different can feel difficult, and show resilience when considering how reasons for confidence might be changeable; will demonstrate a more nuanced understanding of how we should respect our bodies as temples of the Holy Spirit and show prior knowledge of ways in which we can look after ourselves.</li> </ul>	<p>body gift dis/respect special safe healthy in/appropriate balanced diet exercise sensible God Holy Spirit choice Responsibility</p> <p>puberty childhood adulthood private parts genitalia penis testicles scrotum vulva vagina breasts hips pubic hair muscles spots sweat hormones mood swings periods blood</p>



	<p>If opting in to <b>Key Decision #2 (Yr 4+)</b>, children will learn:</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>	<ul style="list-style-type: none"> <li>• <b>All children will</b> understand what the term puberty means; and will understand what to expect during puberty.</li> <li>• <b>Most children will</b> understand that puberty is part of God's plan for our bodies and when they can expect it to take place; will know what they can expect to happen; and will be able to correctly name genitalia.</li> <li>• <b>Some children will</b> confidently identify key moments of change and growth in their lives so far, and demonstrate maturity and/or prior knowledge about puberty; will demonstrate particular maturity in dealing with these topics, and confidently show a deeper understanding about their own upcoming journey of puberty and God's role in it.</li> </ul>	
<p><b>Emotional Well-being</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All children will</b> learn that we each experience a range of feelings, but these are not always good</li> </ul>	<p>feelings emotions  information  experience reaction  fear anger  joy sadness  boredom tiredness  contentment  uncomfortable masking  emotional well-being  action</p>

	<p>effects)</p> <ul style="list-style-type: none"> <li>• To understand the range and intensity of their feelings more deeply; that 'feelings' alone are not good guides for action</li> <li>• That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act</li> <li>• What emotional well-being means and that positive actions help emotional well-being</li> <li>• That talking to trusted people helps emotional well-being (e.g. <i>parents/carer/teacher/parish priest</i>)</li> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That some behaviour is wrong, unacceptable, unhealthy and risky</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</li> </ul>	<p>guides for action; will understand what is meant by 'the media'; and will learn that some behaviour is wrong, unacceptable, unhealthy and/or risky.</p> <ul style="list-style-type: none"> <li>• <b>Most children will</b> understand the concept of 'emotional well-being' and how we can take positive actions to enhance this; will understand that images in the media do not always reflect reality and can affect how people feel about themselves; and will understand that feelings are not always good guides for action, and that resilience helps us to consider our feelings within a wider context in order to make good choices and choose thankfulness.</li> <li>• <b>Some children will</b> demonstrate a clearer understanding that feelings are neither good nor bad, but information about what we are experiencing that helps us consider how to act; will demonstrate a deeper emotional awareness of the impact the media/social media can have on thoughts, feelings and choices, and how knowing we are made and loved by God can help us withstand this pressure; and will demonstrate deeper emotional understanding when discussing the feelings of themselves and others.</li> </ul>	<p>media radio television newspapers magazines video games internet advertising influence social media truth reality stereotypes resilience self- confidence Facebook Snapchat Tik Tok Twitter Instagram</p> <p>OK un/acceptable un/healthy risky resilience thankfulness feelings actions In/appropriate peer pressure influence information choices wider context</p>
--	--	---	---

<b>Life Cycles</b>	<p><b>NON-STATUTORY</b> - if opting in to <b>Key Decision #3</b>, children will learn:</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>	<ul style="list-style-type: none"> <li>• <b>All children will</b> learn that they were made by God with the help of their parents.</li> <li>• <b>Most children will</b> understand how a baby grows and develops in its mother's womb and be able to name some of the stages of this.</li> <li>• <b>Some children will</b> demonstrate a greater appreciation for the miracle that is conception and how this contributes to their own uniqueness.</li> </ul>	<p>life before birth childhood  puberty adulthood  womb egg sperm  Fallopian tube fertilized conception  implantation embryo foetus  umbilical cord birth</p> <p>birth life childhood puberty  adulthood death grief dying  breathing heart life cycle heaven  loss sad grumpy angry confused  hard to concentrate lonely shocked  puzzled messy</p>
<b>Module 2</b>			

<b>Personal Relationships</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong</li> <li>• That there are different types of relationships including those between acquaintances, friends, family and relatives</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>• To increase their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>• About harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All children will</b> learn that there are different types of relationships, including family, friends and others; and will develop a greater awareness of bullying (physical and emotional), and understand that all bullying is wrong.</li> <li>• <b>Most children will</b> be able to describe some qualities of friendship and strategies to use when relationships go wrong; and will understand the meaning of 'pressure' and 'resilience', and the importance of seeking support from trusted adults.</li> <li>• <b>Some children will</b> demonstrate a more nuanced understanding of relationships, including the complexity of feelings involved when relationships are difficult; and will demonstrate emotional maturity and empathy in discussion/roleplay activities and confidently give examples of how to resist pressure by practising resilience.</li> </ul>	<p>relationship family friend  other detective half-  brother/sister aunt/uncle  grandparents passed away  argument adopted God's family the  Church qualities kindness listening  honesty trust encouragement  patience  forgiveness respect loyalty  fun sorry  left out good bad  feelings bullying physical  emotional  banter clique pressure  resilience  harassment  exploitation</p>
<b>Keeping Safe</b>	<p>Children will learn:</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>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All children will</b> learn about the effects that a range of substances including drugs, alcohol and tobacco can have on the body; and that in emergency situations they should remain calm and call 999.</li> <li>• <b>Most children will</b> demonstrate some prior knowledge around this topic and be able to identify and record facts throughout the session; and with prompting, demonstrate understanding of how First Aid knowledge can be applied in real-life situations.</li> <li>• <b>Some children will</b> demonstrate a personal understanding and belief that because our bodies are created by God, we should take care of them and be careful about what we consume; will</li> </ul>	<p>safe people places rules  boundaries physical abuse  deliberate accident on purpose  harm injury emotional abuse  criticizing threatening shaming  abuse of private parts vulva  breasts penis testicles  inappropriate touching viewing  trusted adult support  drugs legal medicine illegal  recreational doctor pharmacy  alcohol perception judgement  responsibility moderation addiction  smoking tobacco chemical Nicotine  tar  Carbon Monoxide Oxygen brain  heart lungs teeth skin blood  carcinogens cancer</p>

	<p>what we watch, hear, say or do can be good or bad for us and others</p> <ul style="list-style-type: none"> <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> <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>	<p>demonstrate confident independent thinking and greater awareness of the emotional impact of emergency situations; and finally, some children will demonstrate confident independent thinking.</p>	<p>First Aid illness injury assistance emergency 999 doctor paramedic calm rest ice compression elevation collapse fire smoke drowning burn hero award courage strong brave difficulty trust</p>
--	--	--	--

**Module 3**

<b>Living in the Wider World</b>	<p>Children will learn:</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>	<ul style="list-style-type: none"> <li><b>All children will</b> be able to recognise actions which make them feel loved or cared for.</li> <li><b>Most children will</b> be able to devise practical ways of loving and caring for others.</li> <li><b>Some children will</b> demonstrate a more nuanced understanding of how the way we feel loved and cared for can help us know how to love and care for others, and the role of God's plan for the Church as part of this.</li> </ul>	<p>Church care love noticed respected included recognized appreciated secure not alone charity caritas generous love Emmaus homeless companions injustice prayer</p>
----------------------------------	---	---	--

**UKS2**  
**Year 5/Year 6**  
**Progression of Knowledge and Skills**

**Module 1**

Unit/Topic	Learning Objectives	Progress Markers	Notes
------------	---------------------	------------------	-------

<p><b>Me, My Body, My Health</b></p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• How similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community</li> <li>• How there are many different types of family set up</li> <li>• How self-confidence arises from being loved by God (not status, etc)</li> <li>• How human beings are different to other animals</li> <li>• The unique growth and development of humans, and the changes that girls and boys will experience during puberty</li> <li>• The need to respect their bodies as a gift from God to be</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All children will</b> understand that we are all unique, with different family set-ups, gifts and talents; will know that the body changes which occur during puberty are necessary for a girl to become an adult woman; will know that the body changes which occur during puberty are necessary for a boy to become an adult man; and will know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health.</li> <li>• <b>Most children will</b> demonstrate some emotional intelligence when considering the 'Paradise Street' film, and begin to infer and articulate the feelings of the characters involved; will</li> </ul>	<p>similarities differences gifts talents  unique loved child of God accept  self-confidence value show off  compare community faults  weaknesses  body hair growth spurt puberty  breasts buds nipples hips widen  waist narrows perspiration oily skin  genitals vagina uterus menstruation  development  self-conscious embarrassed  changing natural respect  boundaries private</p> <p>body hair growth spurt puberty  shoulders widen perspiration oily  skin voice breaking genitals penis  erections ejaculation semen  urethra nocturnal emissions wet  dreams hormones development  self-conscious natural respect  boundaries private</p>
--------------------------------------	---	--	--

	<p>looked after well, and treated appropriately</p> <ul style="list-style-type: none"> <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>understand and be able to recall some of the changes which girls experience during puberty; will understand and be able to recall some of the changes which boys experience during puberty; and will be able to discern whether certain choices will have a good or bad impact on our health.</p> <ul style="list-style-type: none"> <li>• <b>Some children will</b> demonstrate a personal understanding of how our value and self-confidence can arise from knowing that we are loved by God and called His children; will demonstrate prior knowledge about changes girls experience during puberty, and readily articulate respectful boundaries, <i>e.g. privates are private</i>; demonstrate prior knowledge about changes boys experience during puberty, and readily articulate respectful boundaries, <i>e.g. privates are private</i>; and will demonstrate empathy in relation to the characters in the film, and be able to articulate how choices regarding health also impact on our feeling and well-being.</li> </ul>	<p>embarrassed self-conscious spots sleep exercise personal hygiene screen time gaming addictive protein shake balanced diet choice impact health sun exposure dental hygiene</p>
<p><b>Emotional Well-being</b></p>	<p>Children will learn:</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>• That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being</li> <li>• That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All children will</b> understand that images in the media do not always reflect reality; will understand that some behaviour is wrong, unacceptable, unhealthy or risky; and will understand that emotions change as they grow up.</li> <li>• <b>Most children will</b> understand that the pressures we face, <i>e.g. from the media</i>, can affect how people feel about themselves; will understand how thoughts, feelings and actions relate to one another and that feelings are not good guides for action; and will be able to describe a variety of techniques to help them manage their thoughts, feelings and actions.</li> <li>• <b>Some children will</b> understand the link between practising thankfulness and building resilience against pressure, and demonstrate prior experience of employing this practice themselves; will demonstrate deeper understanding of the range and intensity of their own feelings and the feelings of others, and be curious as to the causes of these; and will clearly understand the importance of openness with trusted adults when feeling worried and that beauty and art can</li> </ul>	<p>pressure peer pressure body image media social media expectations teasing banter bullying thankfulness gratitude resist pressure build resilience</p> <p>appropriate inappropriate behaviour actions feelings emotions thoughts manage reframe</p> <p>appropriate inappropriate behaviour actions feelings emotions thoughts manage reframe scared excited happy intense crush infatuation puberty hormones mood swings HALT (Am I Hungry, Angry, Lonely or Tired?) isolation loneliness mental-ill health Childline</p>

		contribute to our sense of emotional well-being.	online good bad pornography appropriate inappropriate addictive emotional brain thinking brain harmless harmful truth love respect online safety
	<p><b>NON-STATUTORY</b> - if opting in to <b>Key Decision #4</b>, children will learn:</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• All children will understand that there are harmless and harmful videos and images online.</li> <li>• Most children will be able to discern whether content is good or bad, and know some of the impacts that harmful content can have on young minds.</li> <li>• Some children will demonstrate with confidence how to avoid harmful content, and how to counter negative thoughts with truths about how God made us with love and wants us to respect ourselves and others.</li> </ul>	
<b>Life Cycles</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb</li> <li>• That pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us.</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 ways to manage the onset of menstruation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All children will</b> know that a baby grows and develops in its mother's womb; and will understand that girls start having periods during puberty.</li> <li>• <b>Most children will</b> be able to describe how a baby grows and develops in the womb, and demonstrate some wonder and curiosity about this; and will understand some facts about periods and the menstrual cycle, including period hygiene.</li> <li>• <b>Some children will</b>, with gratitude and a sense of the profound, understand that pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us; and will demonstrate understanding of the role of menstruation in the fertility cycle, and that fertility is involved in the start of life.</li> </ul>	pregnant parents baby conception sperm egg Fallopian Tube womb uterus implantation placenta umbilical cord embryo fetus vagina birth organ development belly button
	<p><b>NON STATUTORY</b> - if opting in to <b>Key Decision #5</b>, children will learn:</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>	<ul style="list-style-type: none"> <li>• <b>All children will</b> know basic facts about sexual intercourse between a man and a woman.</li> <li>• <b>Most children will</b> understand something of the physical, emotional, moral and spiritual implications of sexual intercourse.</li> <li>• <b>Some children will</b> understand the Christian viewpoint that sexual intercourse should be saved for marriage.</li> </ul>	marriage husband wife God commitment love sex sexual intercourse parents vagina penis sperm erection ejaculation egg conception Fallopian Tube womb uterus Implantation placenta umbilical cord embryo fetus



Module 2			
<b>Personal Relationships</b>	Children will learn: <ul style="list-style-type: none"> <li>• That pressure comes in different forms, and what some of 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>• About 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>	<ul style="list-style-type: none"> <li>• <b>All children will</b> learn that pressure comes in different forms, and what some of those different forms are; will gain a basic understanding of consent and bodily autonomy; and will understand that how we think can affect our feelings and in turn our actions, and that we call this 'self-talk'.</li> <li>• <b>Most children will</b> be able to describe some strategies they can adopt to resist pressure; will be able to discern situations in which it would be appropriate and right to say 'no'; and will understand how positive self-talk can impact our feelings, actions and relationships for the better.</li> <li>• <b>Some children will</b> demonstrate a more nuanced and applied understanding of different pressure scenarios, including the feelings of the pressured child in the context of thoughts, feelings and actions; will demonstrate a deeper understanding and will to uphold consent as related to respecting the dignity of our precious God-given bodies; and will demonstrate a deeper understanding of both positive and negative self-talk, and how it helps us to balance our expectations so that we feel confident to try new things at the same time as assessing the consequences realistically.</li> </ul>	pressure un/spoken in/direct un/helpful choice good bad emotional well-being best interests time out critical perspective journal sense of humour  pressure consent permission yes no powerful powerless bodily autonomy respect control freedom confidence decisions choice children of God gift precious dignity
<b>Keeping Safe</b>	Children will learn: <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</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All children will</b> know that if they feel unsafe, they can and should seek out a trusted adult for help and support; will learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body; will understand that as they get older they may come under pressure when it comes to drugs, alcohol and tobacco; and will understand that,</li> </ul>	people places rules un/safe respect bodily privacy bodily autonomy physical touch in/appropriate abuse neglect physical abuse emotional abuse sexual abuse secrets rights freedom protection law intervene discrimination violence health violation

	<p>for us and others</p> <ul style="list-style-type: none"> <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</li> <li>• 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, including parents, teachers and priests</li> <li>• About 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>• About 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>	<p>amongst other things, the job of a First Aider is to keep themselves and the casualty safe.</p> <ul style="list-style-type: none"> <li>• <b>Most children will</b> understand that some physical contact is appropriate and some is inappropriate, and be able to describe some examples of these; will understand the impact that these substances can have on people’s lifestyles, and how we can all make better choices to benefit our health and well-being; will be able to come up with ‘for’ and ‘against’ arguments for giving into pressure, and practise making good choices; and will, with prompts, have a degree of confidence in performing the DR ABC primary survey, as well putting someone in the recovery position.</li> <li>• <b>Some children will</b> demonstrate greater empathy throughout the activities and a deeper understanding that because God made us to love and be loved, we should respect one another’s bodily privacy and autonomy; will understand that our bodies are created by God, and we can honour Him by taking care of them and being careful about what we consume; demonstrate understanding that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies; and will confidently demonstrate the DR ABC primary survey and understand the importance of following this in order to prioritise potentially life- threatening conditions.</li> </ul>	<p>drugs alcohol tobacco legal illegal recreational impact lifestyle lungs Oxygen heart blood smoke cigarettes chemicals Nicotine Carbon Monoxide tar organ damage pulse physical financial social impaired moderation responsibility independence honour respect</p> <p>drugs alcohol tobacco pressure choice decision good bad conscience uncomfortable worried anxious upset distressed moderation self-confidence resilience well-being respect</p> <p>First Aid casualty injury safe emergency services recovery position un/conscious DR ABC Danger Response Airway Breathing Circulation Defibrillator life-threatening environment hazards risk innate desire</p>
--	--	--	---

**Module 3**

**Living in the Wider World**

Children will learn:

- How to apply the principles of Catholic Social Teaching to current issues
- About ways in which they can spread God's love in their community

- **All children will** have a basic understanding of how to apply the principles of Catholic Social Teaching to current issues.
- **Most children will** understand how Catholic Social Teaching principles can help them to judge not only whether something is wrong, but why it is wrong.
- **Some children will** show great aptitude when categorising articles, and demonstrate compassion and motivation to challenge issues of injustice.

Catholic Social Teaching in/justice  
dignity family community participation  
rights responsibilities poor vulnerable  
workers solidarity care protect donate  
compassion