

EYFS (Cycle A and B)			
Focussed Enquiries	God loves me.	I love others.	I live in a community.
What and Why?	Within this unit children will explore how God loves them and identifies them by their name. Children will understand they are all part of God's family and they should treat others how they would like to be treated.	Building upon their work from the previous term on how God created them. Children explore the concept of loving others in more detail. This is explored through children's first hand experiences of a loving family.	Children build upon previous learning about love for themselves and others by expanding this concept to the community they live in and school. They learn about how to be fit and healthy and explore questions of wonder about the wider world.
Skills cover in Each Unit			
Moral	<p>Talk about the good things in my life (Come and See- Myself Topic) <i>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</i></p> <p>Show care for others (Come and See- Family Topic and Journey in Love Reception p.14 and Statement to Live by 27. I know how to help others when they are in trouble) <i>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></p>		<p>Say 'please' and 'thank you' (Managing feelings and behaviour (40-60+mths) and Statement to Live by 19. I try to use words that make the world a better place <i>The conventions of courtesy and manners.</i></p> <p>Say 'sorry'- (Come and See- Friends Topic, Statement to Live by 31. I know how to show I am sorry and Managing feelings and behaviour (40-60+mths) <i>The conventions of courtesy and manners.</i></p> <p>Be patient when I do not get what I want straight away (Managing feelings and behaviour (30-50mths) <i>The conventions of courtesy and manners.</i></p>
Spiritual	<p>That I am made by God (Come and See- Myself Topic, Statement to Live by 1. We are all special) <i>Families are important for children growing up because they can give love, security and stability</i></p> <p>That Jesus cares for me and I am part of God's family (Come and See- Myself Topic) <i>The importance of respecting others, even when they are very different from them (for example,</i></p>	<p>That God loves me and I can talk to God through prayer- (Come and See- All Topics and A Journey in Love Reception p.14) <i>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</i></p>	<p>That Jesus tells us to love one another (Come and See- Friends Topic) <i>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></p> <p>What I am good at (A Journey in Love Reception</p>

	<i>physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</i>		p.12, Statement to Live by 2. I can say one good thing about myself and Self-confidence and self-awareness (40- 60+mths) <i>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</i>
Physical		<p>That I am living and growing (Come and See-Growing Topic) <i>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</i></p> <p>That a baby grows inside its mother's womb before birth (A Journey in Love Reception p.14) <i>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</i></p>	<p>Identify living things (Understanding the world (30 – 50mths) <i>The importance of self-respect and how this links to their own happiness.</i></p> <p>Name similarities and differences between myself and others (The world (40-60+mths), Statement to Live by 35. I notice we are the same and we are different and A Journey in Love Reception p.11) <i>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></p> <p>Keep clean by washing and drying my hands (Health and self – care (30-50mths) <i>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</i></p>
Emotional	<p>Say how I feel at different times (Journey in Love Nursery p9) <i>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</i></p>		<p>What I like and dislike (Self-confidence and self-awareness (40- 60+mths) <i>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</i></p>
Social	<p>Show friendly behaviour towards others (A Journey in Love, Reception p13) <i>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i></p>	<p>That I belong to a family and can name my family members (Understanding the world People and communities(22- 36mths) and A Journey in Love, Reception p11) <i>Families are important for children growing up because they can give love, security and stability</i></p>	<p>Who can help me in school (Self-confidence and self-awareness (30- 50mths) and Statement to Live by 25. I know when to ask for help and who to ask for help from <i>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</i></p> <p>When people are being unkind to me or others and how to respond Making relationships (30-50mths) and Statement to Live by 5. I know</p>

			<p>what to do if I see anyone being hurt) <i>How important friendships are in making us feel happy and secure, and how people choose and make friends.</i></p> <p>Identify special people (family, carers, friends) in my life (Making relationships (30-50mths) and A Journey in Love Reception p12) <i>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i></p> <p>Ask questions about the wider world (Come and See- Our World Topic and Understanding the world –the world (40-60+mths) <i>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></p>
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Year 1/2 (Cycle A)			
Focussed Enquiries	I was created and loved by God.	I was created to love others.	I was created to live in a community
What and Why?	This unit of work explores the individual. It explores the theme that we are made in the image and likeness of God. This unit of work helps children to understand the importance of valuing themselves as the basic for personal relationships. Children will understand they are made by a loving God and how we have similarities and differences. They also learn key information about how to stay physically healthy.	This unit of work explores a child's relationship with others. It builds upon previous learning from the autumn term that they have been created out of love and for love. This unit explores how we take this calling into our family, friendship and relationships. Children learn about special people in their lives who they can love and trust. They identify who they could go to if they have a certain dilemma or social situation that needs to be resolved. They explore the concept of saying sorry in a relationship and forgiving others.	This unit of work explores the individual's relationship with the wider world. Children will explore the concept of how human beings are nurtured and called to love one another in the wider community through service, through dialogue and working for the Common Good. Children will identify how they can help and support charities. This unit builds upon the previous term of work as children as children extend their knowledge of loving others to the wider community.
Skills cover in Each Unit			

<p>Moral</p>		<p>Give thanks for the good things in my life (Module 2 Unit 2 Session 1 Special People, A Journey in Love Y1, p16 and Statement to live by 20. I try to appreciate the beauty and the wonder in the world around me) <i>The importance of self-respect and how this links to their own happiness.</i></p> <p>Look after myself and show respect to others (Module 2 Unit 2 Session 2 Treat Others Well and Statement to live by 13. I try to love others as I love myself) <i>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></p> <p>Be courteous, for example, remembering to say, 'please' and 'thank you' without prompting (Module 2 Unit 2 Session 2 Treat Others Well and Statement to live by 19. I try to use words that make the world a better place) <i>The conventions of courtesy and manners.</i></p> <p>Be caring, aware of the needs of others (Module 2 Unit 2 Session 2 Treat Others Well and Statement to live by 13. I try to love others as I love myself) <i>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></p> <p>Be forgiving, able to say sorry to mend relationships (Module 2 Unit 2 Session 3 ...And Say Sorry and Statements to live by 31. I know how to show I am sorry 29. I try to forgive people when they hurt me) <i>The conventions of courtesy and manners.</i></p>	
<p>Spiritual</p>	<p>I am special because I am made and loved by God (Module 1 Unit 1 Story Sessions Handmade</p>	<p>That Catholics belong to the Church family and that Jesus cares for all (Come and See- Special</p>	

	<p>with Love) <i>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></p> <p>That I have individual gifts, talents and abilities, given by God (Module 1 Unit 2 Session 1 I am Unique) <i>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></p>	<p>People Topic and Statement to live by 15. I know I belong to a community that includes my school) <i>Families are important for children growing up because they can give love, security and stability</i></p> <p>That Jesus tells us to forgive one another (Module 2 Unit 2 Session 3 ...And Say Sorry and Statement to live by 31. I know how to show I am sorry) <i>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</i></p>	
Physical	<p>Describe the similarities and differences between people (Module 1 Unit 2 Session 2 Girls and Boys and Statement to live by 35. I notice that we are the same and we are different) <i>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></p> <p>Say what I should do to keep my body healthy (exercise, food, teeth, sleep, keeping clean) (Module 1 Unit 2 Session 3 Clean and healthy and Statement to live by 9. I can tell you how I look after myself 10. I think before I make choices that affect my health (circle time) <i>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</i></p> <p>That a baby moves as it grows in its mother's womb (Come and See- Waiting Topic) <i>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</i></p>	<p>That babies change and grow and that there are life stages from conception to death (Module 1 Unit 4 Session 1 The Cycle of Life, A Journey in Love Y1 p.15 and Come and See- Change Topic) <i>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</i></p>	
Emotional			
Social	<p>That healthy families love, care and protect one another and that there are different family structures and these should be respected (Come and See- Families Topic)</p>	<p>Recognise what makes people special. (Module 2 Unit 2 Session 1 Special People and Statement to live by 1. We are all special) <i>What a stereotype is, and how stereotypes can be</i></p>	<p>Recognise that I can belong to a variety of communities locally, nationally and globally (Module 3 Unit 2 Session 1 The Communities We Live In, Module 3 Unit 1 Session 2 Who is My</p>

	<p><i>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</i></p>	<p><i>unfair, negative or destructive.</i></p> <p>Be friendly and make friends (Module 2 Unit 2 Session 2 Treat Others Well and Statement to live by 18. I cooperate with others in work and play) <i>How important friendships are in making us feel happy and secure, and how people choose and make friends.</i></p> <p>How my behaviour affects other people and that there are appropriate and inappropriate behaviours (Module 2 Unit 2 Session 2 Treat Others Well) <i>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</i></p>	<p>Neighbour?, Come and See- Neighbours Topic and Statement to live by 15. I know I belong to a community that includes my school) <i>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></p> <p>Show awareness of differences between my life and others in the wider world (Module 3 Unit 1 Session 1 Trinity House Module 3 Unit 1 Session 2 Who is my Neighbour and Come and See- Neighbours Topic) <i>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></p>
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Year 1/2 (Cycle B)			
Focussed Enquiries	I was created and loved by God.	I was created to love others.	I was created to live in a community
<p>What and Why?</p>	<p>This unit of work builds upon the previous year where children have explored the theme of being unique and having similarities and differences and staying physically healthy. This will be developed further by children beginning to explore feelings and emotions; including stronger feelings such as anger. Finally, they develop an understanding of the cycle of life from birth to old people.</p>	<p>In the previous year, children have identified people who they love and trust, who they can turn to if they have a dilemma and the importance of saying sorry and being forgiven. Within this unit children explore the risks of being online through an animation called ‘Smartie the Penguin’ from Childnet. They will be able to identify the difference between good and bad secrets. Finally, they will learn about physical boundaries using the PANTS resource from the NSPCC.</p>	<p>This unit builds upon the previous term of work as children as children extend their knowledge of loving others to the wider community. It explores the individual's relationship with the wider world. Children will explore the concept of how human beings are nurtured and called to love one another in the wider community through service, through dialogue and working for the Common Good. Children will identify how they can help and support charities.</p>
Skills cover in Each Unit			
<p>Moral</p>		<p>Accept that I do not always get what I want (Come and See- Opportunities Topic and</p>	<p>Be honest, able to tell the truth about my actions (Come and See- Rules Topic and</p>

		Statement to live by 23. I try to keep going when things get difficult and not give up hope) <i>The conventions of courtesy and manners.</i>	Statement to live by 31. I know how to show I am sorry) <i>The conventions of courtesy and manners.</i>
Spiritual	That prayer is listening to God as well as talking to Him (Come and See- All Topics) <i>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</i>		
Physical		Identify the needs of people and other living things. (Science- Animals including humans Y2 Sc2/2.3c) <i>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> Describe how to keep safe in the sun (Module 2 Unit 3 Session 1 Being Safe and Statement to live by 9. I can tell you how I look after myself 10. I think before I make choices that affect my health) <i>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</i>	

<p>Emotional</p>	<p>That we all have different likes and dislikes (Module 1 Unit 3 Session 1 Feelings, Likes and Dislikes) <i>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></p> <p>Name happy and sad times in my life (Module 1 Unit 3 Session 2 Feeling Inside Out, A Journey in Love Y2 p.19 and Statement to live by 3. I can say how I feel) <i>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 relation to different experiences and situations.</i></p> <p>Talk about my mood and know that how I am feeling is a normal part of daily life (Module 1 Unit 3 Session 2 Feeling Inside Out and Statement to live by 3. I can say how I feel) <i>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</i></p> <p>Manage my feelings and behaviour (Module 1 Unit 3 Session 2 Feelings Inside and Out and Statement to live by 3. I can say how I feel) <i>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 relation to different experiences and situations.</i></p> <p>That how I act can have consequences (Module 1 Unit 3 Session 3 Super Susie Gets Angry) <i>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</i></p>		
<p>Social</p>	<p>That there are different types of teasing and bullying which are wrong and unacceptable and how to respond (Module 1 Unit 3 Session 2 Feelings Inside and Out Module 2 Unit 2 Session 2 Treat Others Well and Statements to live by 5. I</p>	<p>Who to go to if I am worried or need help (Module 2 Unit 3 Session 1 Being Safe and Statement to live by 25. I know when to ask for help and who to ask for help from) <i>Where to get advice e.g. family, school and/or</i></p>	<p>Get adult help if someone is hurt (Statement to Live by 27 I know how to help others when they are in trouble) <i>How to make a clear and efficient call to emergency services if necessary.</i></p>

	<p>know what to do if I see anyone being hurt 7. I try to stand up for myself and others) <i>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</i></p>	<p><i>other sources.</i></p> <p>How to use simple rules for resisting pressure when I feel unsafe or uncomfortable (Module 2 Unit 3 Session 2 Good and Bad Secrets) <i>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</i></p> <p>Recognise the characteristics of positive and negative relationships (Module 2 Unit 3 Session 2 Good and Bad Secrets) <i>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</i></p> <p>How to use simple rules for resisting pressure when I feel unsafe or uncomfortable (Module 2 Unit 3 Session 2 Good and Bad Secrets) <i>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</i></p>	
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Year 3/4 (Cycle A)			
Focused Enquiries	I was created and loved by God.	I was created to love others.	I was created to live in a community
What and Why?	<p>Within this unit, children build upon their previous learning in years one and two about how we are created and loved by God. Children use the story of Kester's adventure to develop new concepts and understanding based around the concept they are unique and different. Children will understand as they grow older their body begins to change.</p>	<p>This topic builds upon the previous work about how we are loved and created by God. Through the use of Scripture stories, such as the Prodigal Son, children develop their understanding of forgiveness in relationships. Within this unit, children develop their understanding of different family structures. They are also provided with strategies on how to maintain healthy relationships with family and friends. Children will develop techniques for managing thoughts, feelings and techniques.</p>	<p>Within this unit children build upon previous learning from the past year. This unit of work explores the individual's relationship with the wider world. Children will explore the concept of how human beings are nurtured and called to love one another in the wider community through service, through dialogue and working for the Common Good. Children will identify how they can help and support charities.</p>
Skills cover in Each Unit			

<p>Moral</p>	<p>Be grateful to others for the good things in my life (Come and See- Homes Y3) <i>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></p> <p>Be respectful of myself and others, recognising differences (Journey in Love Y3 p.23 and Statement to Live by 33. I know what human dignity means and I show that I respect others) <i>The conventions of courtesy and manners.</i></p>	<p>Be courteous, showing good manners at home and in school (Module 2 Unit 2 Session 1 Family, Friends and Others and Statement to Live by 19. I try to use words that make the world a better place) <i>The conventions of courtesy and manners.</i></p> <p>Be forgiving, able to say sorry and not hold grudges against those who have hurt me (Module 2 Unit 2 Session 1 Family, Friends and Others and Statement to Live by 33. I try to accept forgiveness from others) <i>The conventions of courtesy and manners.</i></p>	<p>That belonging to the Church family means that I should love other people in the same way as Jesus does (Module 3 Unit 1 Session 2 Where is Church? and Statement to Live by 15. I know I belong to a community that includes my school) <i>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></p>
<p>Spiritual</p>	<p>That life is precious and given by God (Module 1 Unit 1 Story Sessions Designed for a Purpose Module 1 Unit 2 Session 1 We Don't Have to be the Same, Come and See- Homes and Other faiths and Statements to Live by 35. I notice that we are the same and we are different 36. I try to be accepting of others) <i>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></p> <p>That God wants me to use my individual gifts, talents and abilities (Module 1 Unit 2 Session 1 We Don't Have to be the Same and Statement to Live by 2. I can say one good thing about myself) <i>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></p>	<p>That following Jesus' teaching on forgiveness can help me in my relationships my friends (Module 2 Unit 1 Story Sessions Jesus My Friend and Statement to Live by 33. I try to accept forgiveness from others) <i>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i></p>	
<p>Physical</p>	<p>Describe the needs of people and other living things, including the need to reproduce (Module 1 Unit 1 Story Sessions Designed for a purpose) <i>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></p>		

	<p>Describe a healthy lifestyle, including physical activity, dental health, healthy eating, sleep and hygiene (Module 1 Unit 2 Session 2 Respecting Our Bodies, Statements to Live by 9. I can tell you how I look after myself 10. I think before I make choices that affect my health and Animals including humans Y3 Sc3/2.2) <i>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. The facts and science relating to allergies, immunisation and vaccination.</i></p> <p>Describe how and why to keep safe in the sun (Module 1 Unit 2 Session 2 Respecting Our Bodies and Statement to Live by 9. I can tell you how I look after myself 10. I think before I make choices that affect my health) <i>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</i></p> <p>Describe the similarities and differences between girls and boys (specific) and correctly name the main external parts of the male and female body and their functions (Module 1 Unit 2 Session 4 Changing Bodies and Statement to Live by 35. I notice that we are the same and we are different) <i>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></p>		
<p>Emotional</p>		<p>That some behaviour is unacceptable (Module 2 Unit 2 Session 2 When Things Feel Bad, A Journey in Love Y3 p.26 and Statement to Live by 5. I know what to do if I see anyone being hurt) <i>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</i></p> <p>Describe changes that happen in life e.g. loss, separation, divorce and bereavement (Module 2 Unit 2 Session 3 When Things Change and</p>	<p>Confidently say what I like and dislike (A Journey in Love, Y3 p.26 and Statement to Live by 2. I can say one good thing about myself) <i>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 relation to different experiences and situations.</i></p>

		<p>Statement to Live by 3. I can say how I feel) <i>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 relation to different experiences and situations.</i></p> <p>Cope with natural negative emotions and show resilience following setbacks (Module 2 Unit 2 Session 3 When Things Change Module 1 Unit 3 Session 3 I am Thankful, A Journey in Love and Statement to Live by 23. I try to keep going when things get difficult and not give up hope <i>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 relation to different experiences and situations.</i></p>	
<p>Social</p>		<p>That there are different types of relationships including those between acquaintances, friends, relatives and family (Module 2 Unit 2 Session 1 Family, Friends and Others and Statement to Live by 35. I notice that we are the same and we are different) <i>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</i></p> <p>That I can go to a number of different people for help in different situations. (Module 2 Unit 2 Session 2 When Things Feel Bad, A Journey in Love Y3 p.23 and Statement to Live by 25. I know when to ask for help and who to ask for help from <i>Where to get advice e.g. family, school and/or other sources.</i></p>	<p>Show concern for the communities to which I belong, aware that my behaviour has an impact upon them (Module 3 Unit 1 Session 1 Trinity House Module 3 Unit 1 Session 2 Where is Church? and Other faiths week) <i>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></p>

Focused Enquiries	I was created and loved by God.	I was created to love others.	I was created to live in a community
What and Why?	Children will be given the opportunity to develop strategies in practice thankfulness to support their emotional wellbeing. This builds upon learning around how our bodies are changing and growing. Children will continue to explore the theme of how they are created and loved by God.	This unit of work builds upon previous work from last year on we are created to love others. Within this unit children will continue to develop their understanding of online safety, using a range of NSPCC resources. Using a range of animated stories they will be taught about bullying and abuse.	This unit of work explores the individual's relationship with the wider world. Children will explore the concept of how human beings are nurtured and called to love one another in the wider community through service, through dialogue and working for the Common Good. Children will identify how they can help and support charities. This unit builds upon the previous term of work as children as children extend their knowledge of loving others to the wider community.
Skills cover in Each Unit			
Moral		Accept that I do not always get what I want and show an awareness of why this is (Come and See- Self- Discipline Y4 and Statement to Live by 10. I think before I make choices that affect my health) <i>The conventions of courtesy and manners.</i>	Be honest, able to be truthful in my relationships with others (Reconciliation and Sacramental Preparation and Statement to Live by 31. I know how to show I am sorry) <i>The conventions of courtesy and manners.</i> Be caring, aware of the needs of others and responding to those needs (Come and See- New Life and Statements to Live by 27. I know how to help others when they are in trouble 34. I stand up for people who are being treated unfairly) <i>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>
Spiritual	That I can spend time with God in prayer by myself and with others which helps me in life (A Journey in Love Y4 p.28-32) <i>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 relation to different experiences and situations.</i>		

Physical			
Emotional	<p>Describe the wider range of my feelings (Module 1 Unit 3 Session 1 What Am I Feeling? and A Journey in Love Y4 p.30-32)</p> <p><i>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 relation to different experiences and situations.</i></p>		<p>Describe some ways to maintain good mental health,(exercise, diet sleep, company) (Statement to Live by 3. I can say how I feel)</p> <p><i>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</i></p> <p><i>What constitutes a healthy diet (including understanding calories and other nutritional content).</i></p>
Social	<p>Make a clear and efficient call to emergency services if necessary (Statement to Live by 27. I know how to help others when they are in trouble)</p> <p><i>How to make a clear and efficient call to emergency services if necessary.</i></p>	<p>What bullying is (including cyberbullying) and how to respond (Computing- Online Safety)</p> <p><i>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</i></p> <p>How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online (Module 2 Unit 3 Session 1 Sharing Online and Computing- Online Safety)</p> <p><i>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</i></p> <p>That not all images, language and behaviour are appropriate (Module 2 Unit 3 Session 2 Chatting Online and Statement to Live by 26. I can recognise comfortable and uncomfortable feelings)</p> <p><i>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</i></p> <p>The difference between good and bad secrets (Module 2 Unit 3 Session 3 Physical Contact and Statement to Live by 15. I know I belong to a community that includes my school)</p> <p><i>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</i></p> <p>Show care and concern for the special people</p>	<p>Be friendly, able to make and keep friend (Come and See- Bridges Topic)</p> <p><i>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</i></p> <p>Identify injustices in the wider world (Come and See- God's people topic)</p> <p><i>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></p>

		<p>in my life (Come and See- Eucharist Topic and Statement to Live By 18. I cooperate with others in work and play)</p> <p><i>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></p>	
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Year 4/5 (Cycle A)

Focussed Enquiries	I was created and loved by God.	I was created to love others.	I was created to live in a community
What and Why?	<p>This unit of work builds upon previous knowledge taught in year five. This unit is rooted in the teaching that we are unique and created in God's image and likeness. The use of 'Paradise Street' is used to explore the key concepts within this unit. Children develop their appreciation of physical and emotional differences. They also develop a deeper understanding of the complex changes in the male and female body. Finally, children develop their understanding of life before birth.</p>	<p>This unit enables children to develop strategies for more complex experiences of relationships and conflict. Children will identify and understand how to respond to spoken and unspoken pressures and what consent means. Children will further develop their understanding from previous years about how our thoughts and feelings have an impact on how we act.</p>	<p>This unit of work explores how children can take their love for one another into the wider community. They develop an understanding of the Common Good. This concept is explored using the story Trinity House. Their religious understanding is applied to real world situations such as the community they live in.</p>

Skills cover in Each Unit

Moral	<p>Be courteous in my dealings with friends and strangers (Module 1 Unit 1 Story sessions Kester's Adventures and Statement to Live by 19. I try to use words that make the world a better place)</p> <p><i>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i></p> <p>Be forgiving, developing the skills to allow reconciliation in relationships (Module 1 Unit 1 Story sessions Kester's Adventures and Statement and Statement to Live by 29. I try to forgive people when they hurt me)</p> <p><i>The characteristics of friendships, including mutual</i></p>	<p>Be compassionate, able to empathise with the suffering of others and displaying the generosity to help (Come and See- Sacrifice Topic and Statements to Live by 27. I know how to help others when they are in trouble 34. I stand up for people who are being treated unfairly)</p> <p><i>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></p>	
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	<p><i>respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i></p> <p>Be respectful of my own and others uniqueness, demonstrating respect for difference (Protected Characteristics) (Come and See- Ourselves Topic, A Journey in Love and Statement to Live By 36. I try to be accepting of others)</p> <p><i>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</i></p>		
Spiritual	<p>That we are all children of God and made in God's image and likeness (Module 1 Unit 2 Session 1 Gifts and Talents, Statement to Live by 1. We are all special One Day One, Come and See- Ourselves)</p> <p><i>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></p>	<p>That each person has a purpose in the world and that God has created me for a particular purpose (vocation) (Module 2 Unit 1 Session 1 Is God Calling You? and Come and See- Life Choices Topic)</p> <p><i>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></p>	<p>The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus' teaching on forgiveness (Come and See- Freedom and Responsibility and Statement to Live by 29. I try to forgive people when they hurt me 33. I try to accept forgiveness from others)</p> <p><i>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</i></p>
Physical	<p>The changes that occur at each stage of a human being's life (including childhood, adolescence, adulthood, old age) and specifically the changes which occur during puberty (Module 1 Unit 2 Session 1 Girl's Bodies Module 1 Unit 2 Session 2 Boy's Bodies, A Journey in Love Y5 p.33-34 and Science Animals including humans Sc5/2.2a)</p> <p><i>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></p> <p>About the differences between boys and girls with regard to puberty and reproduction (Module 1 Unit 2 Session 1 Girl's Bodies Module 1 Unit 2 Session 2 Boy's Bodies and A Journey in Love Y5 p.33-36)</p> <p><i>Key facts about puberty and the changing</i></p>	<p>That my body is changing as I grow and some of the changes that occur throughout life (Module 1 Unit 2 Session 3 What is Puberty? Module 1 Unit 2 Session 4 Changing Bodies)</p> <p><i>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></p>	

	<p><i>adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></p> <p>About the impact that poor lifestyle choices can have on my health including lack of physical activity, poor dental health, sleep, hygiene, drugs and alcohol. The facts and science relating to immunisation and vaccination (Module 1 Unit 2 Session 4 Spots and Sleep, Statements to Live by 9. I can tell you how I look after myself 10. I think before I make choices that affect my health and science Animals including humans SC6/2.2b)</p> <p><i>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</i></p>		
<p>Emotional</p>		<p>Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges (Module 2 Unit 2 Session 1 Under Pressure Module 2 Unit 2 Session 2 Do You Want a Piece of Cake? and Module 1 Unit 3 Session 1 Body Image, Statement to Live By 9. I can tell you how I look after myself and Computing- Online Safety)</p> <p><i>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</i></p> <p><i>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</i></p>	<p>Describe the impact that poor lifestyle choices can have on mental health and the need for exercise, fresh air, company, good diet and sufficient good quality sleep to support mental well-being. (Statement to Live By 9. I can tell you how I look after myself 10. I think before I make choices that affect my health)</p> <p><i>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.</i></p> <p><i>The principles of planning and preparing a range of healthy meals.</i></p>
<p>Social</p>	<p>Be loyal, able to develop and sustain friendships (Collective Worship)</p> <p><i>How important friendships are in making us feel happy and secure, and how people choose and make friends.</i></p>	<p>About some basic first aid, dealing with common injuries (Statement to Live by 27. I know how to help others when they are in trouble)</p> <p><i>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</i></p>	<p>About the importance of living in right relationship with the range of national, regional, religious and ethnic identities in the United Kingdom and beyond, respecting difference (Module 3 Unit 1 Session 1 Trinity House Module 3 Unit 1 Session 2 Catholic Social Teaching, Statement to Live by 36. I try to be accepting of others and other faiths week)</p> <p><i>The importance of respecting others, even when they are very different from them (for example,</i></p>

			<p><i>physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</i></p> <p>Show care and concern for the special people in my life and put their needs before my own (Module 3 Unit 1 Session 1 Trinity House) <i>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</i></p> <p>Be just and fair, acting with integrity, understanding the impact of my actions locally, nationally and globally (Module 3 Unit 1 Session 2 Catholic Social Teaching and Cone and See- Stewardship Topic) <i>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></p>
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Year 4/5 (Cycle B)			
Focussed Enquiries	I was created and loved by God.	I was created to love others.	I was created to live in a community
What and Why?	Children will be given the opportunity to develop strategies in practice thankfulness to support their emotional wellbeing. This builds upon learning around how our bodies are changing and growing. Children will continue to explore the theme of how they are created and loved by God.	This unit of work builds upon previous work from last year on we are created to love others. Within this unit children will continue to develop their understanding of online safety, using a range of NSPCC resources. Using a range of animated stories they will be taught about bullying and abuse.	This unit of work explores the individual's relationship with the wider world. Children will explore the concept of how human beings are nurtured and called to love one another in the wider community through service, through dialogue and working for the Common Good. Children will identify how they can help and support charities. This unit builds upon the previous term of work as children as children extend their knowledge of loving others to the wider community.
Skills cover in Each Unit			

Moral		<p>Accept that I do not always get what I want and show an awareness of why this is (Come and See- Self- Discipline Y4 and Statement to Live by 10. I think before I make choices that affect my health) <i>The conventions of courtesy and manners.</i></p>	<p>Be honest, able to be truthful in my relationships with others (Reconciliation and Sacramental Preparation and Statement to Live by 31. I know how to show I am sorry) <i>The conventions of courtesy and manners.</i></p> <p>Be caring, aware of the needs of others and responding to those needs (Come and See- New Life and Statements to Live by 27. I know how to help others when they are in trouble 34. I stand up for people who are being treated unfairly) <i>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></p>
Spiritual	<p>That I can spend time with God in prayer by myself and with others which helps me in life (A Journey in Love Y4 p.28-32) <i>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</i></p>		
Physical	<p>How a baby grows and develops in its mother's womb (Module 1 Unit 4 Session 1 Life Cycles and A Journey in Love Y4 p.28-32) <i>About menstrual wellbeing including the key facts about the menstrual cycle.</i></p>		
Emotional	<p>Describe the wider range of my feelings (Module 1 Unit 3 Session 1 What Am I Feeling? and A Journey in Love Y4 p.30-32) <i>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</i></p>		<p>Describe some ways to maintain good mental health,(exercise, diet sleep, company) (Statement to Live by 3. I can say how I feel) <i>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</i></p>
Social	<p>Make a clear and efficient call to emergency services if necessary (Statement to Live by 27. I know how to help others when they are in trouble) <i>How to make a clear and efficient call to</i></p>	<p>What bullying is (including cyberbullying) and how to respond (Computing- Online Safety) <i>About different types of bullying (including cyberbullying), the impact of bullying,</i></p>	<p>Be friendly, able to make and keep friend (Come and See- Bridges Topic) <i>That most friendships have ups and downs, and that these can often be worked through so that the</i></p>

emergency services if necessary.

responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

friendship is repaired or even strengthened, and that resorting to violence is never right.

How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online (Module 2 Unit 3 Session 1 Sharing Online and Computing- Online Safety)

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

Identify injustices in the wider world (Come and See- God's people topic)

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.

That not all images, language and behaviour are appropriate (Module 2 Unit 3 Session 2 Chatting Online and Statement to Live by 26. I can recognise comfortable and uncomfortable feelings)

That people sometimes behave differently online, including by pretending to be someone they are not.

The difference between good and bad secrets (Module 2 Unit 3 Session 3 Physical Contact and Statement to Live by 15. I know I belong to a community that includes my school)

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

Show care and concern for the special people in my life (Come and See- Eucharist Topic and Statement to Live By 18. I cooperate with others in work and play)

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.

Year 5/6 (Cycle A)			
Focussed Enquiries	I was created and loved by God.	I was created to love others.	I was created to live in a community
What and Why?	<p>This unit of work builds upon previous knowledge taught in year five. This unit is rooted in the teaching that we are unique and created in God's image and likeness. The use of 'Paradise Street' is used to explore the key concepts within this unit. Children develop their appreciation of physical and emotional differences. They also develop a deeper understanding of the complex changes in the male and female body.</p>	<p>This unit enables children to develop strategies for more complex experiences of relationships and conflict. Children will identify and understand how to respond to spoken and unspoken pressures and what consent means. Children will further develop their understanding from previous years about how our thoughts and feelings have an impact on how we act.</p>	<p>This unit of work explores how children can take their love for one another into the wider community. They develop an understanding of the Common Good. This concept is explored using the story Trinity House. Their religious understanding is applied to real world situations such as the community they live in.</p>
Skills cover in Each Unit			
Moral	<p>Be courteous in my dealings with friends and strangers (Module 1 Unit 1 Story sessions Kester's Adventures and Statement to Live by 19. I try to use words that make the world a better place) <i>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i></p> <p>Be forgiving, developing the skills to allow reconciliation in relationships (Module 1 Unit 1 Story sessions Kester's Adventures and Statement and Statement to Live by 29. I try to forgive people when they hurt me) <i>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</i></p> <p>Be respectful of my own and others uniqueness, demonstrating respect for difference (Protected Characteristics) (Come and See- Ourselves Topic, A Journey in Love and Statement to Live By 36. I try to be accepting of others) <i>That in school and in wider society they can expect to be treated with respect by others, and that in</i></p>	<p>Be compassionate, able to empathise with the suffering of others and displaying the generosity to help (Come and See- Sacrifice Topic and Statements to Live by 27. I know how to help others when they are in trouble 34. I stand up for people who are being treated unfairly) <i>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></p>	

	<i>turn they should show due respect to others, including those in positions of authority.</i>		
Spiritual	<p>That we are all children of God and made in God's image and likeness (Module 1 Unit 2 Session 1 Gifts and Talents, Statement to Live by 1. We are all special One Day One, Come and See- Ourselves)</p> <p><i>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></p>	<p>That each person has a purpose in the world and that God has created me for a particular purpose (vocation) (Module 2 Unit 1 Session 1 Is God Calling You? and Come and See- Life Choices Topic)</p> <p><i>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></p>	<p>The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus' teaching on forgiveness (Come and See- Freedom and Responsibility and Statement to Live by 29. I try to forgive people when they hurt me 33. I try to accept forgiveness from others)</p> <p><i>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</i></p>
Physical	<p>The changes that occur at each stage of a human being's life (including childhood, adolescence, adulthood, old age) and specifically the changes which occur during puberty (Module 1 Unit 2 Session 1 Girl's Bodies Module 1 Unit 2 Session 2 Boy's Bodies, A Journey in Love Y5 p.33-34 and Science Animals including humans Sc5/2.2a)</p> <p><i>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></p> <p>About the differences between boys and girls with regard to puberty and reproduction (Module 1 Unit 2 Session 1 Girl's Bodies Module 1 Unit 2 Session 2 Boy's Bodies and A Journey in Love Y5 p.33-36)</p> <p><i>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></p> <p>About the impact that poor lifestyle choices can have on my health including lack of physical activity, poor dental health, sleep, hygiene, drugs and alcohol. The facts and science relating to immunisation and vaccination (Module 1 Unit 2 Session 4 Spots and Sleep, Statements to Live by 9. I can tell you how I look after myself 10. I think before I make choices that affect my health and science Animals</p>		

	<p>including humans SC6/2.2b) <i>The characteristics and mental and physical benefits of an active lifestyle.</i> <i>The risks associated with an inactive lifestyle (including obesity).</i> <i>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</i></p>		
Emotional		<p>Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges (Module 2 Unit 2 Session 1 Under Pressure Module 2 Unit 2 Session 2 Do You Want a Piece of Cake? and Module 1 Unit 3 Session 1 Body Image, Statement to Live By 9. I can tell you how I look after myself and Computing- Online Safety) <i>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></p>	<p>Describe the impact that poor lifestyle choices can have on mental health and the need for exercise, fresh air, company, good diet and sufficient good quality sleep to support mental well-being. (Statement to Live By 9. I can tell you how I look after myself 10. I think before I make choices that affect my health) <i>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.</i> <i>The principles of planning and preparing a range of healthy meals.</i> <i>How and when to seek support including which adults to speak to in school if they are worried about their health.</i></p>
Social	<p>Be loyal, able to develop and sustain friendships (Collective Worship) <i>How important friendships are in making us feel happy and secure, and how people choose and make friends.</i></p>	<p>About some basic first aid, dealing with common injuries (Statement to Live by 27. I know how to help others when they are in trouble) <i>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</i></p>	<p>About the importance of living in right relationship with the range of national, regional, religious and ethnic identities in the United Kingdom and beyond, respecting difference (Module 3 Unit 1 Session 1 Trinity House Module 3 Unit 1 Session 2 Catholic Social Teaching, Statement to Live by 36. I try to be accepting of others and other faiths week) <i>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></p> <p>Show care and concern for the special people</p>

			<p>in my life and put their needs before my own (Module 3 Unit 1 Session 1 Trinity House) <i>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></p> <p>Be just and fair, acting with integrity, understanding the impact of my actions locally, nationally and globally (Module 3 Unit 1 Session 2 Catholic Social Teaching and Come and See- Stewardship Topic) <i>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></p>
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Year 5/6 (Cycle B)			
Focussed Enquiries	I was created and loved by God.	I was created to love others.	I was created to live in a community
What and Why?	<p>This unit of work builds upon previous learning from lower key stage two where children explore the concept they are created and loved by God. This is reinforced through the concept of body image which includes how the Internet and social media can have on emotional well-being. Within this unit, children also develop a more scientific understanding of life in the womb and how babies are made. Menstruation is also included.</p>	<p>Within this unit, children learn about the importance of staying safe and the risks of sharing and chatting online. They develop their understanding of different forms of abuse. This unit of work builds upon concepts of how to stay safe online in lower key stage two.</p>	<p>This unit of work explores how children can take their love for one another into the wider community. They develop an understanding of the Common Good. This concept is explored using the story Trinity House. Their religious understanding is applied to real world situations such as the community they live in.</p>
Skills cover in Each Unit			
Moral	<p>Demonstrate my gratitude to others for the good things in my life through words and actions (Come and See- Loving Topic and Statement to Live by 20. I try to appreciate the beauty and the wonder in the world around me) <i>That in school and in wider society they can expect to be treated with respect by others, and that in</i></p>	<p>Be honest, striving to live truthfully and with integrity, using good judgement (Statement to Live by 8. I try to be just and fair) <i>The conventions of courtesy and manners.</i></p> <p>Be self-disciplined and able to delay or even deny myself (Come and See- Death and New</p>	

	<i>turn they should show due respect to others, including those in positions of authority.</i>	Life) <i>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</i> <i>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</i>	
Spiritual		That the Church is the Body of Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching) (Come and See- Eucharist Topic and Statement to Live by 15. I know I belong to a community that includes my school) <i>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>	That prayer and worship nourish my relationship with God and support my relationships with others (All 10:10 units, Come and See- All topics and A Journey in Love Y6 p.44) <i>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</i>
Physical	About the week by week development of the baby in its mother's womb (Module 1 Unit 4 Session 1 and A Journey in Love Y6 p.40-41) <i>About menstrual wellbeing including the key facts about the menstrual cycle.</i> How human life is conceived in the womb, including the language of sperm and ova and about the nature and role of menstruation in the fertility cycle (Module 1 Unit 3 Sessions 1-3 Making Babies <i>(Part 1 and 2 parents may withdraw)</i>) <i>About menstrual wellbeing including the key facts about the menstrual cycle.</i>	About the impact of unsafe exposure to the sun and how to reduce the risk of sun damage (Statements to Live by 9. I can tell you how I look after myself 10. I think before I make choices that affect my health) <i>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</i>	
Emotional	That some behaviour is unacceptable, unhealthy or risky (Module 1 Unit 3 Session 2 Peculiar Feelings and Statement to Live by 6. I understand that rights match responsibility) <i>How to recognise and report feelings of being unsafe or feeling bad about any adult.</i> Describe how my emotions may change and intensify as I grow and move through puberty	Be confident in my relationships with my peers in various situations, including online (Module 2 Unit 3 Session 1 Sharing Online Module 2 Unit 3 Session 2 Chatting Online and Computing- Online Safety) <i>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</i>	

	<p>(Module 1 Unit 3 Session 3 Emotional Changes and Statement to Live by 3. I can say how I feel) <i>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></p> <p>Describe some of the varied emotions that accompany the changes that happen in life, e.g. loss, separation, divorce and bereavement (Module 1 Unit 3 Session 3 Emotional Changes) <i>That mental wellbeing is a normal part of daily life, in the same way as physical health.</i></p>		
<p>Social</p>	<p>How to report and get help if I encounter inappropriate materials or messages (Module 1 Unit 3 Session 4 Seeing Stuff Online, Statement to Live by 25. I know when to ask for help and who to ask for help from and Computing- Online safety) <i>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</i> <i>Why social media, some computer games and online gaming, for example, are age restricted.</i> <i>Where and how to report concerns and get support with issues online.</i> <i>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</i></p>	<p>How to use technology safely (Module 2 Unit 3 Session 1 Sharing Online Module 2 Unit 3 Session 2 Chatting Online and Computing- Online safety) <i>How information and data is shared and used online.</i> <i>That for most people the internet is an integral part of life and has many benefits.</i></p> <p>How to make informed choices in relationships (Module 2 Unit 3 Session 1 Sharing Online Module 2 Unit 3 Session 2 Chatting Online Module 2 Unit 3 Session 3 Physical Contact) <i>The importance of permission-seeking and giving in relationships with friends, peers and adults</i></p> <p>That my increasing independence brings increased responsibility to keep myself and others safe (Module 2 Unit 3 Session 1 Sharing Online Module 2 Unit 3 Session 2 Chatting Online and Statement to Live by 6. I understand that rights match responsibility) <i>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</i></p>	<p>That there are a number of different people and organisations I can go to for help in different situations and how to contact them (Statement to Live by 25. I know when to ask for help and who to ask for help from) <i>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</i></p> <p>Speak out about injustice in the wider world and what I can do to help. (Module 3 Unit 2 Session 1 Reaching Out and Come and See-Common Good) <i>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</i></p>

British Values through our school

Democracy	Rule of Law	Individual Liberty	Tolerance of Faiths and Cultures	Mutual Respect
Student Council (KS1/2) Pupil Questionnaires Pupil Voice	Mini- Police (Y5) Visits from the Fire Service Visits from the Police Safety Carousel (Y6)	'WOW' walk to school Choice of dinner time and after school clubs. Child Initiated Play (EYFS) Enquiry Lead Learning. Fair Trade Tuck Shop	Mini- Vinnies (KS2) Raising Money for CAFOD Stations of the Nativity Stations of the Cross Visit to the Synagogue Visit to the Sikh Temple More than Dance (KS2) Barnabas (Whole School)	Eco- warriors (KS1/2) Durham Food Bank – Harvest Festival IMacmillan Coffee Afternoon Samaritan's Purse Appeal NSPCC Visit Autism Awareness Assembly
<p>First News- Every week St Joseph's uses resources to create engaging and exciting assemblies, allowing opportunities for children to learn about our world, develop independence, resilience, respect and unlock their own drive and passion for learning. KS2 activities are sent home each week to develop their understanding with their family. Underpinning the weekly assemblies are a range of British Values.</p>				

Days celebrated in school

Democracy	Rule of Law	Individual Liberty	Tolerance of Faiths and Cultures	Mutual Respect
UK Parliament Week (November)	Safer Internet Day (February)	Remembrance Day (November) Holocaust Memorial Day (January) World Book Day (March) International Women's Day (March)	European Day of Languages (September) 'Mikolaj' on St Nicholas' Day (December) St Joseph's Day (March) First Holy Communion (June) Polish Day (June)	Y1 Polish Graduation (Autumn Term) Black History Month (October) UK Disability Month (November) Anti Bullying Week (November) World Refugee Day (June)