



## PSHE & RSE: Whole-School Curriculum Map

Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSE) encompass lifelong learning about physical, moral and emotional development. Our curriculum is designed to equip children with the knowledge to make informed decisions about their well-being, health and relationships as well as prepare them for successful adult life.

Our intention is that when children leave St. Joseph's, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. Any teaching about building positive relationships, acting safely and understanding the wider world is deeply rooted in the Catholic Church's teaching about what it means to be truly human in Christ, to live well in relationships with others and to be presented within a positive framework of Christian virtues.

At St Joseph's', we have chosen to use the programme: Life to the Full Plus by Ten:Ten Resources to support the teaching of PSHE and RSE within the school. Life to the Full Plus is a comprehensive and fully resourced programme which embraces and fulfils the statutory curriculum for RSE and each branch of PSHE, within a Catholic Context. It is based on 'A Model Catholic RSE [Relationships and Sex Education] Curriculum' created by the Catholic Education Service and was highlighted as a work of good practice by the Department of Education. The programme adopts a spiral curriculum approach so that, as our children go through the programme year after year, their learning will develop and grow at an age-appropriate stage, with each stage building on from the last.

### Pre-Nursery (2-year-old provision)

Pre-nursery children's experiences in school play a key role in shaping their learning in Personal, Social, Health, and Economic Education (PSHE) and Relationships and Sex Education (RSE). At this early stage, experiences focus on building emotional awareness, social skills, and positive relationships.

- **Emotional Development:** Through interactions with peers and adults, children begin to understand emotions like happiness, sadness, or frustration. These experiences support PSHE by promoting emotional literacy and empathy, which are fundamental for understanding their own feelings and those of others.
- **Social Skills:** Activities such as group play, sharing, and taking turns teach children how to cooperate, communicate, and resolve conflicts. These experiences foster respect, kindness, and collaboration, which are core aspects of PSHE and set the foundation for understanding healthy relationships in RSE.
- **Body Awareness and Self-care:** In pre-nursery, children begin learning about personal hygiene, body autonomy, and appropriate physical boundaries. These lessons are part of RSE, helping children develop a basic understanding of their bodies and respect for others' bodies.
- **Safe Environment:** Learning to recognize and respond to safe and unsafe situations is an early part of both PSHE and RSE. Pre-nursery children are introduced to concepts like asking for help from trusted adults and understanding the importance of safety, contributing to their overall well-being and personal safety.

### **Personal, Social, and Emotional Development Themes**

- The PSED themes for Pre-Nursery have been mapped onto the Ten:Ten module structure to support progression into Nursery, and beyond.

Nursery & Reception	Learning Objectives	Main Teaching Points	Key vocabulary
<b>Autumn Term – Module 2: Created to Love Others</b>			
<b>Unit 1: Religious Understanding</b>	<ul style="list-style-type: none"> <li>To know that God loves us</li> </ul>	<ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Jesus cared for others and wanted them to live good lives like Him</li> <li>We should love other people in the same way God loves us</li> </ul>	Bible story God's family Jesus role model example love sharing caring being kind please thank you helping
<b>Unit 2: Personal Relationships</b>	<ul style="list-style-type: none"> <li>To be able to identify 'special people'</li> <li>To be able to describe some qualities of a good friend.</li> <li>To be able to identify some kind and unkind behaviours</li> </ul>	<ul style="list-style-type: none"> <li>To identify special people (e.g. parents, carers, friends) and what makes them special</li> <li>How their behaviour affects other people and that there is appropriate and inappropriate behaviour</li> <li>About different types of teasing and that all bullying is wrong and unacceptable</li> </ul>	family friends others mum dad sister brother auntie uncle grandad teacher priest cousin gardener police officer post/delivery person shopkeeper classmates special people trust love care God's family appropriate inappropriate
<b>Unit 3: Life Online</b>	<ul style="list-style-type: none"> <li>To know what the internet is.</li> <li>To understand that they should ask an adult about anything they encounter online that they are not sure about, or which makes them feel worried or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>That the internet connects us to others and helps us in lots of ways</li> <li>About safe and unsafe situations online.</li> <li>That they can ask for help from their special people.</li> </ul>	internet network connect computers information device phone/smartphone safe unsafe appropriate website advert pop-up comforting reassuring peaceful protected happy free God's gift
<b>Unit 4: Keeping Safe</b>	<ul style="list-style-type: none"> <li>To recognise some safe and unsafe situations, inside and out.</li> <li>To know that privates are private, and to talk to special people if you are worried</li> <li>To understand that medicines are drugs, and should only be taken when a parent or doctor gives them to us.</li> <li>To have a basic understanding of the different jobs people do which help us</li> </ul>	<ul style="list-style-type: none"> <li>About safe and unsafe situations outdoors and indoors.</li> <li>That they are entitled to bodily privacy</li> <li>We should always try to look after our bodies, because God created them and gifted them to us.</li> </ul>	accident safe unsafe outside inside online bodies minds God's gift
<b>Spring Term – Module 3: Created to Live in Community</b>			
<b>Unit 1: Religious Understanding</b>	<ul style="list-style-type: none"> <li>To know that God is love</li> <li>To be able to recognise the value of a loving community</li> </ul>	<ul style="list-style-type: none"> <li>That being made in God's image means being called to be loved and to love others</li> <li>What a community is, and that God calls us to live in community with one another</li> <li>No matter how small our offerings, they are valuable to God and He can use them for His glory.</li> </ul>	Holy Trinity of God Father Son Holy Spirit three in one three persons made in the image of God care love God love others
<b>Unit 2: Living in the Wider World</b>	<ul style="list-style-type: none"> <li>To know that we should be a helpful part of our communities</li> <li>To know that having a job can help us to look after each other and the world</li> </ul>	<ul style="list-style-type: none"> <li>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> </ul>	love community school family friends Church neighbours villages towns cities counties

	<ul style="list-style-type: none"> <li>To know that money helps us to buy things</li> </ul>	<ul style="list-style-type: none"> <li>That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</li> <li>That having a job can help us to look after each other and the world</li> <li>That money helps us buy things and that wants and needs are different.</li> </ul>	countries world respect different unique responsibility charity people planet creation money value coins notes buy save
<b>Summer Term – Module 1: Created and Loved by God</b>			
<b>Unit 1: Religious Understanding</b>	<ul style="list-style-type: none"> <li>To be able to explain that God created people perfectly</li> </ul>	<ul style="list-style-type: none"> <li>We are created individually by God as part of His creation plan, and are Good</li> </ul>	creation God dark still light daytime night-time sky sea land plants sun moon stars fish birds animals people man woman Adam Eve children special earth love rest
<b>Unit 2: Me, My Body, My Health</b>	<ul style="list-style-type: none"> <li>To be able to identify something that makes me unique</li> <li>To be able to name some important parts of our bodies</li> <li>To be able to identify ways we can keep our bodies healthy</li> </ul>	<ul style="list-style-type: none"> <li>We are each unique, with individual gifts, talents and skills</li> <li>The names of the parts of the body (not genitalia)</li> <li>What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene</li> </ul>	job diet exercise head hair eyes ears mouth shoulders back arm fingers thumb nose hand elbow leg foot knees toes
<b>Unit 3: Emotional Well-Being</b>	<ul style="list-style-type: none"> <li>To be able to identify needs that we all share</li> <li>To be able to name some emotions, and decide whether they feel good or bad</li> <li>To understand that how we feel can influence our actions, but we can try to control this</li> </ul>	<ul style="list-style-type: none"> <li>We all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>Develop a language to describe their feelings and an understanding that everyone experiences feelings</li> <li>How feelings can affect actions, and that actions have consequences</li> </ul>	like dislike similar different good bad gifts talents special unique loved God happy share thank you rest play safe needs respect
<b>Unit 4: Life Cycles</b>	<ul style="list-style-type: none"> <li>To be able to order the natural life stages from birth to death</li> </ul>	<ul style="list-style-type: none"> <li>That there are natural life stages from birth to death, and what these are</li> </ul>	growing changing life cycle human baby older baby toddler child older child teenager adult elderly person God’s plan responsibility loving kind generous

<b>Year 1 &amp; 2</b>  <b>Details highlighted in yellow for Yr 2</b>	<b>Learning Objectives</b>	<b>Main Teaching Points</b>	<b>Key vocabulary</b>
<b>Autumn Term – Module 2: Created to Love Others</b>			
<b>Unit 1: Religious Understanding</b>	<ul style="list-style-type: none"> <li>To understand that we are always welcome as part of God's family.</li> </ul>	<ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Saying sorry is important and can mend friendships</li> <li>Jesus cared for others and had expectations of them and how they should act</li> </ul>	naughty mistakes abandon forgive sorry God's love inheritance sin
<b>Unit 2: Personal Relationships</b>	<ul style="list-style-type: none"> <li>To be able to identify 'special people' and what makes them special</li> <li>To understand what is appropriate and inappropriate behaviour in a good relationship</li> <li>To recognise the importance of saying sorry and seeking forgiveness to mend friendships.</li> </ul>	<ul style="list-style-type: none"> <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>To recognise when they have been unkind and say sorry</li> <li>To recognise when people are being unkind to them and others and how to respond</li> </ul>	family mum dad brother sister grandma grandad friend priest special loving listen safe responsible adult behaviour appropriate inappropriate fault blame forgiveness
<b>Unit 3: Life Online</b>	<ul style="list-style-type: none"> <li>To understand what the internet is and describe how it is part of real life</li> <li>To recognise that the internet can be used safely, and some ways to keep safe</li> </ul>	<ul style="list-style-type: none"> <li>That the internet connects us to others and helps us in lots of ways.</li> <li>Our feelings matter – both online and offline.</li> <li>Understand safe and unsafe situations, including online.</li> </ul>	internet network computer laptop tablet phone devices online offline shopping games directions social media photos email video calls instant messaging videos real feelings happy sad annoyed scared bored disgusted calm trust special person rules peace
<b>Unit 4: Keeping Safe</b>	<ul style="list-style-type: none"> <li>To understand that there are good secrets and bad secrets</li> <li>To recognise that privates are private</li> <li>To understand that medicines are drugs, but not all drugs are good for us.</li> <li>To have an idea of what is and what isn't an emergency</li> <li>To have an idea of what is and what isn't an emergency, and know to call 999 for help</li> </ul>	<ul style="list-style-type: none"> <li>How to resist pressure when feeling unsafe</li> <li>To know that they are entitled to bodily privacy.</li> <li>Medicines are drugs, but not all drugs are good for us</li> <li>To call 999 in an emergency and ask for ambulance, police and/or fire brigade</li> </ul>	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 medicines drugs
<b>Spring Term – Module 3: Created to Live in Community</b>			
<b>Unit 1: Religious Understanding</b>	<ul style="list-style-type: none"> <li>To recognise God as three parts</li> <li>To understand Jesus' teaching on neighbours in a community</li> </ul>	<ul style="list-style-type: none"> <li>That being made in God's image means being called to be loved and to love others</li> </ul>	Holy Trinity God the Father God the son (Jesus) God the Holy

		<ul style="list-style-type: none"> <li>To know what a community is, and that God calls us to live in community with one another</li> <li></li> </ul>	Spirit Sign of the Cross persons love designed triangle
<b>Unit 2: Living in the Wider World</b>	<ul style="list-style-type: none"> <li>To recognise that we have a duty of care for others</li> <li>To be able to identify different types of jobs in the community</li> <li>To be able to explain the difference between wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> <li>About some different types of jobs in the community</li> <li>About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls</li> <li>Work is a part of our purpose (vocation)</li> <li>That money is valuable and is used as an exchange for needs and wants.</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 needs wants exchange value
<b>Summer Term – Module 1: Created and Loved by God</b>			
<b>Unit 1: Religious Understanding</b>	<ul style="list-style-type: none"> <li>To know that God created us individually and He loves us</li> </ul>	<ul style="list-style-type: none"> <li>We are created individually by God</li> <li>God wants us to talk to Him often through the day and treat Him as our best friend</li> </ul>	special important worthy valuable unique individual Kingdom of Heaven welcome faith purpose happy body mind spirit
<b>Unit 2: Me, My Body, My Health</b>	<ul style="list-style-type: none"> <li>To be able to identify something that makes me and others unique</li> <li>To be able to identify parts of our body, including private parts</li> <li>To understand the importance of a healthy lifestyle, including sleep, good personal hygiene and healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on what makes them unique</li> <li>That girls and boys have been created by God to be both similar and different, together making up the richness of the human family</li> <li>Revise the names of our body parts (introduce vocabulary for genitalia)</li> <li>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li> <li></li> </ul>	unique special similarities differences individual gifts talents skills genitalia scientific penis testicles vulva vagina urethra private
<b>Unit 3: Emotional Well-Being</b>	<ul style="list-style-type: none"> <li>To understand how we can relate and differ to one another, using our tastes and needs</li> <li>To be able to understand how our good actions can decide our character</li> <li>To know some strategies to manage our feelings and made good decisions</li> </ul>	<ul style="list-style-type: none"> <li>That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>Gain a basic understanding 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 maintaining good behaviour</li> </ul>	like/dislike love/hate prefer feelings positive/negative loved respected safe excited frightened worried happy sad annoyed bored sleepy disgusted calm feelings actions choice extremely very a little bit fight angry annoyed negative positive
<b>Unit 4: Life Cycles</b>	<ul style="list-style-type: none"> <li>To be able to order the natural life stages from birth to death</li> <li>To know some ways we can support ourselves when we experience feelings attached to grief</li> </ul>	<ul style="list-style-type: none"> <li>That there are natural life stages from birth to death, and what these are</li> <li>What ‘death’ means and about some feelings often connected with grief</li> </ul>	different similar special growing changing God’s plan God’s love baby child teenager adult elderly person

	<ul style="list-style-type: none"><li>• To understand how managing our feelings about change can help us prepare for future change</li></ul>	<ul style="list-style-type: none"><li>• Learn that change is a part of life</li></ul>	
--	--	---	--

Year 3 & 4	Learning Objectives	Main Teaching Points	Key vocabulary
Autumn Term – Module 2: Created to Love Others			
Unit 1: Religious Understanding	<ul style="list-style-type: none"> <li>To understand that God loves us and wants what is best for us</li> </ul>	<ul style="list-style-type: none"> <li>That God loves, embraces, guides and forgives us; He reconciles us with Him and one another.</li> <li></li> </ul>	forgiveness parable The Prodigal Son inheritance friendships relationships brothers father sons jealous sin action attitude choice celebrate welcome reconciliation
Unit 2: Personal Relationships	<ul style="list-style-type: none"> <li>To be able to identify different types of relationships, including family, friends and others.</li> <li>To understand what bullying is and that it is bad</li> </ul>	<ul style="list-style-type: none"> <li>Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong</li> <li>Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li></li> </ul>	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
Unit 3: Life Online	<ul style="list-style-type: none"> <li>To identify ways to stay safe online</li> <li>To identify good ways to communicate online</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>How to use technology safely</li> <li>That bad language and bad behaviour are inappropriate</li> </ul>	internet network computer laptop tablet phone devices online offline shopping games directions social media photos email video calls instant messaging videos real feelings happy sad annoyed scared bored disgusted calm trust special person rules peace
Unit 4: Keeping Safe	<ul style="list-style-type: none"> <li>To be able to name different types of abuse and how to seek help</li> <li>FGM</li> <li>To recall the effects that a range of substances including drugs, alcohol and tobacco can have on the body.</li> <li>To understand what is and what isn't an emergency, and know to call 999 for help</li> <li>To be able to identify our rights and recognise how rules can protect them</li> </ul>	<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>About different kinds of abuse, including 'abuse of private parts'</li> <li>Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body.</li> <li>Reactions in an emergency</li> <li>It is our responsibility to follow the rules at home, school and in our country.</li> <li>Some of our rules and laws are based on our rights.</li> </ul>	safe people places rules boundaries physical abuse joke deliberate accident on purpose harm injury emotional abuse criticising threatening shaming abuse of private parts vulva breasts penis testicles inappropriate touching viewing trusted adult support drugs legal medicine illegal recreational doctor pharmacy  FGM Female Genital Mutilation child abuse genitalia illegal Sunna



<b>Spring Term – Module 3: Created to Live in Community</b>			
<b>Unit 1: Religious Understanding</b>	<ul style="list-style-type: none"> <li>To identify qualities of our communities that reflect the Holy Trinity</li> <li>To recognise the three parts of the Church</li> </ul>	<ul style="list-style-type: none"> <li>God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship.</li> <li>•The Church family comprises of home, school and parish (which is part of the diocese)</li> </ul>	Holy Trinity God Father Son (Jesus) Holy Spirit community of love mystery of faith married family signs symbols kind generous loving wise merciful good listening
<b>Unit 2: Living in the Wider World</b>	<ul style="list-style-type: none"> <li>To identify ways in which we can love and care for others</li> <li>To examine how our interests and skills can help us to have job aspirations</li> <li>To be able to explain the value of spending money carefully</li> </ul>	<ul style="list-style-type: none"> <li>That God wants His Church to love and care for others.</li> <li>To devise practical ways of loving and caring for others.</li> <li>Know that there are many different jobs and types of work.</li> <li>Understand some of the factors that influence people's choice of work.</li> <li>All forms of money have advantages and disadvantages.</li> </ul>	Church care love noticed respected included recognised appreciated secure not alone charity caritas generous love Emmaus homeless companions injustice prayer money cash bank card credit card
<b>Summer Term – Module 1: Created and Loved by God</b>			
<b>Unit 1: Religious Understanding</b>	<ul style="list-style-type: none"> <li>To understand that our purpose is to love and be loved</li> <li>To understand what reconciliation is, and its purpose for Catholics</li> </ul>	<ul style="list-style-type: none"> <li>We are created individually by God who is Love, designed in His own image and likeness</li> <li>In Baptism God makes us His adopted children and 'receivers' of His love</li> <li>By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</li> </ul>	God Jesus faith dead alive love eternal new life heaven sin forgive precious conception individual renewed make a difference Jairus synagogue Sacrament Reconciliation Baptism visible/invisible water white clothing candle love sorry oils (Catechumens and Chrism) commandments forgive purpose examination of conscience
<b>Unit 2: Me, My Body, My Health</b>	<ul style="list-style-type: none"> <li>To understand that similarities and differences make up a community</li> <li>To know why and how we respect our bodies</li> <li>To know what the term puberty means</li> <li>To identify some of the changes that happen during puberty</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community</li> <li>About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</li> <li>Learn what the term 'puberty' means.</li> <li>Learn when they can expect puberty to take place.</li> </ul>	similarities differences unique skills talents confident self-confidence changeable teamwork community beloved Child of God body gift dis/respect special safe healthy in/appropriate balanced diet exercise sensible God Holy Spirit choice responsibility puberty childhood adulthood private parts genitalia penis testicles scrotum vulva vagina

			breasts hips pubic hair muscles spots sweat hormones mood swings periods blood
<b>Unit 3: Emotional Well-Being</b>	<ul style="list-style-type: none"> <li>To understand how we can promote emotional wellbeing during puberty</li> <li>To recognise how images in the media can be false and they affect how people feel about themselves</li> <li>To understand how to embrace positive behaviours, through thankfulness</li> </ul>	<ul style="list-style-type: none"> <li>That emotions change as they grow up</li> <li>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</li> <li>Some behaviour is wrong, unacceptable, unhealthy and/or risky.</li> </ul>	like/dislike love/hate prefer feelings positive/negative loved respected safe excited frightened worried happy sad annoyed bored sleepy disgusted calm feelings actions choice extremely very a little bit fight angry annoyed negative positive
<b>Unit 4: Life Cycles</b>	<ul style="list-style-type: none"> <li>To understand the role that conception plays in the human life cycle</li> <li>To identify ways to support oneself when experience feelings associated with grief</li> <li>To develop strategies to cope with the feelings associated with change</li> </ul>	<ul style="list-style-type: none"> <li>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception.</li> <li>Understand what 'death' means</li> <li>Learn about some feelings often connected with grief</li> <li>Understand that change is a part of life and that there are different kinds of change.</li> </ul>	life before birth childhood puberty adulthood womb egg sperm Fallopian tube fertilised conception implantation embryo foetus umbilical cord birth birth life childhood puberty adulthood death grief dying breathing heart life cycle heaven loss sad grumpy angry confused hard to concentrate lonely shocked puzzled

Year 5 & 6  Details highlighted in yellow for Yr 6	Learning Objectives	Main Teaching Points	Key vocabulary
Autumn Term – Module 2: Created to Love Others			
Unit 1: Religious Understanding	<ul style="list-style-type: none"> <li>To understand that God calls us to love others.</li> </ul>	<ul style="list-style-type: none"> <li>That God calls us to love others</li> <li>About ways in which we can participate in God's call for us to love others</li> </ul>	Zacchaeus tax rich unpopular dis/honest dis/satisfied material needs outlook perspective called created love others prayer conversation 'thank you' 'help' 'sorry' 'I'm feeling...'
Unit 2: Personal Relationships	<ul style="list-style-type: none"> <li>To describe the different forms of pressure</li> <li>To understand that we have the right to say 'no'</li> <li>To understand that how we think can affect our feelings and in turn our actions, and that we call this 'self-talk'</li> <li>To understand that bullying is always wrong, including bullying based on prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Pressure comes in different forms, and what some of those different forms are</li> <li>There are strategies that they can adopt to resist pressure</li> <li>Understand what consent and bodily autonomy means</li> <li>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions</li> <li>About prejudice, bullying and discrimination: what they mean and how to challenge them.</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 positive negative self-talk prejudice discrimination harassment protected characteristics
Unit 3: Life Online	<ul style="list-style-type: none"> <li>To identify what is appropriate to share online</li> <li>To understand what cyberbullying is and why it is wrong</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>How to report and get help if they encounter inappropriate materials or messages</li> <li>What the term cyberbullying means and examples of it</li> </ul>	internet network computer laptop tablet phone devices online offline shopping games directions social media photos email video calls instant messaging videos real feelings happy sad annoyed scared bored disgusted calm trust special person rules peace
Unit 4: Keeping Safe	<ul style="list-style-type: none"> <li>To recall the 4 types of abuse and know that if they feel unsafe, they can and should seek out a trusted adult for help and support</li> <li>To describe the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</li> <li>To demonstrate how you can make good choices when under pressure relating to drugs, alcohol and tobacco.</li> </ul>	<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>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 would have an impact on their health.</li> <li>Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco</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 drugs alcohol tobacco

	<ul style="list-style-type: none"> <li>To understanding the role of a first aider, and begin to understand basic first aid provision</li> </ul>	<ul style="list-style-type: none"> <li>Learn 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>The recovery position can be used when a person is unconscious but breathing</li> <li>DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</li> </ul>	<p>legal illegal recreational First Aid casualty injury safe emergency services recovery</p> <p>FGM Female Genital Mutilation vulva genitalia cutting circumcision Sunna Gudniin Halalays Bondo Tahoor illegal risk misinformation campaign</p>
--	---	---	---

### Spring Term – Module 3: Created to Live in Community

<b>Unit 1: Religious Understanding</b>	<ul style="list-style-type: none"> <li>To know that the Holy Spirit works through us to share God’s love and goodness with others</li> <li>To identify the key principles of Catholic Social Teaching</li> </ul>	<ul style="list-style-type: none"> <li>God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.</li> <li>The principles of Catholic Social Teaching</li> <li>That God formed them out of love, to know and share His love with others</li> </ul>	<p>Holy Trinity God the Father God the Son (Jesus) God the Holy Spirit love mystery of faith helper Good News the Creed the Church God’s family home school parish diocese Catholic Social Teaching love relationships created equality justice dignity family community</p>
<b>Unit 2: Living in the Wider World</b>	<ul style="list-style-type: none"> <li>To identify ways to apply the principles of Catholic Social Teaching to current issues</li> <li>To understand how stereotyping can affect work aspirations and learn to challenge such attitudes</li> <li>To understand the importance of budgeting and tracking spending and saving</li> </ul>	<ul style="list-style-type: none"> <li>Apply the principles of Catholic Social Teaching to current issues.</li> <li>Find ways in which they can spread God’s love in their community.</li> <li>Learn about the process of getting a job and consider factors that influence job choices.</li> <li>Understand how stereotyping can affect work aspirations and learn to challenge such attitudes.</li> <li>There are a wide variety of payment options.</li> <li>The importance of budgeting and tracking spending and saving.</li> <li></li> </ul>	<p>Catholic Social Teaching in/justice dignity family community participation rights responsibilities poor vulnerable workers solidarity care protect donate compassion job work employer salary employee happiness fulfilment vocation</p>

### Summer Term – Module 1: Created and Loved by God

<b>Unit 1: Religious Understanding</b>	<ul style="list-style-type: none"> <li>To know that the changes in our body are part of God’s plan</li> </ul>	<ul style="list-style-type: none"> <li>We were created individually by God who cares for us and wants us to put our faith in Him.</li> <li>Physically becoming an adult is a natural phase of life.</li> <li>Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan – and the results will be worth it!</li> </ul>	<p>care love faith trust confidence power calm individual doubts troubles fear listen possible change puberty adult</p>
--	---	--	---

<b>Unit 2: Me, My Body, My Health</b>	<ul style="list-style-type: none"> <li>• To identify the need for differences and similarities in a community</li> <li>• To be able to identify key changes that happen to a female body during puberty</li> <li>• To be able to identify key changes that happen to a male body during puberty</li> <li>• To be able identify ways to look after our health</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and mature</li> <li>• By living and working together ('teamwork') we create community.</li> <li>• There are many different types of family set up</li> <li>• Self-confidence arises from being loved by God (not status, etc.)</li> <li>• About the unique growth and development of humans, and the changes that girls will experience during puberty</li> <li>• About the unique growth and development of humans, and the changes that boys will experience during puberty</li> <li>• The need for modesty and appropriate boundaries</li> <li>• How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</li> </ul>	<p>similarities differences gifts talents unique loved child of God accept self-confidence value show off jealousy compare community faults weaknesses breasts buds nipples hips widen waist narrows perspiration oily skin genitals vagina uterus menstruation development self-conscious embarrassed changing natural respect boundaries private penis erections ejaculation semen urethra nocturnal emissions wet dreams hormones</p>
<b>Unit 3: Emotional Well-Being</b>	<ul style="list-style-type: none"> <li>• To recognise misleading images in the media, and the affect they can have on people's body image</li> <li>• To learn strategies to manage intense feelings and understand how they can influence our behaviour</li> <li>• To be able to identify helpful and unhelpful feelings to guide actions</li> <li>• To be able to discern between harmful and harmless videos and images in the media</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise 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 the media</li> <li>• Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action</li> <li>• Learn 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> </ul>	<p>pressure peer pressure body image media social media expectations teasing banter bullying thankfulness gratitude resist pressure build resilience appropriate inappropriate online good bad pornography appropriate inappropriate addictive</p>
<b>Unit 4: Life Cycles</b>	<ul style="list-style-type: none"> <li>• To know how a baby grows and develops in the female's womb</li> <li>• To have a basic understanding of sexual intercourse between a man and a woman</li> <li>• To be able to explain the nature and role of menstruation in the fertility cycle</li> </ul>	<ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb</li> <li>• 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> </ul>	<p>pregnant parents baby conception sperm egg Fallopian Tube womb uterus implantation placenta umbilical cord embryo foetus vagina birth organ development belly button period menstruation sanitary towel sanitary products period</p>

	<ul style="list-style-type: none"><li>• To know strategies to support yourself and others when they are grieving</li><li>• To identify emotions connected with change and strategies to manage change</li></ul>	<ul style="list-style-type: none"><li>• Some practical ways to manage the onset of menstruation</li><li>• That there are many emotions and feelings connected with change.</li><li>• That gratitude and positivity help build resilience.</li><li>• Coping strategies to manage changes.</li><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><li>• Some ways to support themselves and others when they are grieving</li></ul>	hygiene blood premenstrual syndrome (PMS) cramps moodiness bloating spots the menstrual cycle ovaries egg womb lining tissue implantation sperm vagina fertilisation marriage calling sex sexual intercourse parents vagina penis sperm erection ejaculation egg conception Fallopian Tube womb uterus Implantation placenta umbilical cord embryo foetus
--	---	---	---