

Theme 1: Created and Loved by God

EYFS & KS1

(PSHE LINK) KS2

(PSHE LINK)

Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.1.1.1. Respectful of their own bodies and character</p> <p>1.1.1.2. Appreciative for blessings</p> <p>1.1.1.3. Grateful to others and to God</p> <p>1.1.1.4. Patient when they do not always get what they want</p>	<p>H2</p> <p>H13,L4</p> <p>H4,R6</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.1.1.1. Respectful of their own bodies, character and giftedness</p> <p>2.1.1.2. Appreciative for blessings</p> <p>2.1.1.3. Grateful to others and to God</p> <p>2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</p> <p>2.1.1.5. Discerning in their decision making</p> <p>2.1.1.6. Determined and resilient in the face of difficulty</p> <p>2.1.1.7. Courageous in the face of new situations and in facing their fears</p>	<p>H1,H5</p> <p>H5</p> <p>H2,H14</p>
Religious understanding of the human person: loving myself	<p>Pupils should be taught:</p> <p>1.1.2.1. We are made by God and are special</p> <p>1.1.2.2. We are all God's children</p> <p>1.1.2.3. Ways of expressing gratitude to God</p> <p>1.1.2.4. About the sacrament of Baptism</p>	<p>H3,R9,L9</p>	<p>Pupils should be taught:</p> <p>2.1.2.1. We are special people made in the image and likeness of God</p> <p>2.1.2.2. We are children of God with an innate dignity</p> <p>2.1.2.3. God has created us for a purpose (vocation)</p> <p>2.1.2.4. Life is precious and their body is God's gift to them</p> <p>2.1.2.5. Prayer and worship are ways of nourishing their relationship with God</p> <p>2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics.</p>	<p>L3</p> <p>L7,L9</p>

Me, my body and my health	<p>Pupils should be taught:</p> <p>Me</p> <p>1.1.3.1. We are all unique individuals</p> <p>1.1.3.2. We all have individual gifts, talents and abilities</p> <p>My body</p> <p>1.1.3.1. The names of the external parts of the body</p> <p>1.1.3.2. The similarities and differences between girls and boys</p> <p>My Health</p> <p>1.1.3.3. How to maintain personal hygiene</p> <p>1.1.3.4. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</p>	<p>L8</p> <p>H3,L1</p> <p>H10</p> <p>H10</p> <p>H6</p> <p>H1</p>	<p>Pupils should be taught:</p> <p>Me</p> <p>2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy</p> <p>2.1.3.2. Strategies to develop self-confidence and self-esteem</p> <p>2.1.3.3. Each person has a purpose in the world</p> <p>2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>My body</p> <p>2.1.3.5. Their body will change and develop as they grow</p> <p>2.1.3.6. About the growth and development of humans and the changes experienced during puberty</p> <p>2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</p> <p>My health 2.1.3.8. How to make informed choices that have an impact on their health</p>	<p>L8</p> <p>R10,L12, L1-4 L3-4</p> <p>H19</p> <p>H18,H19</p> <p>H19,H20</p> <p>H2,H3</p>
---------------------------	---	--	---	---

Emotional well being and attitudes	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>1.1.4.1. That we all have different likes and dislikes</p> <p>1.1.4.2. A language to describe feelings</p> <p>Attitudes</p> <p>1.1.4.3. A basic understanding that feelings and actions are two different things</p> <p>1.1.4.4. Simple strategies for managing feelings and behaviour</p> <p>1.1.4.5. That choices have consequences</p>	<p>H2</p> <p>H4,R1</p> <p>R2</p> <p>R2,R4,R6</p> <p>H2</p>	<p>Pupils should be taught:</p> <p>Emotional well-being</p> <p>2.1.4.1. Their emotions may change as they approach as they grow and move through puberty</p> <p>2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings</p> <p>2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Attitudes</p> <p>2.1.4.5. That some behaviour is unacceptable, unhealthy or risky</p> <p>2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p>	<p>H18</p> <p>H6</p> <p>H4</p> <p>H4</p> <p>H9-11,R8-9</p> <p>R18, R20-21</p> <p>H14,H17, H22,H25</p>
Life Cycles and Fertility	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>1.1.5.1. That there are life stages from birth to death</p>	<p>H5</p> <p>H9-10</p>	<p>Pupils should be taught:</p> <p>Life cycles</p> <p>2.1.5.1. How a baby grows and develops in its mother's womb</p> <p>2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age)</p> <p>Fertility</p> <p>2.1.5.3. The nature and role of menstruation in the fertility cycle</p> <p>2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</p>	<p>H19</p> <p>H18,H19</p>

Theme 2: Created to love others.

EYFS & KS1

(PSHE LINK) KS2

(PSHE LINK)

Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.2.1.1. Friendly, able to make and keep friends</p> <p>1.2.1.2. Caring, attentive to the needs of others and generous in their responses</p> <p>1.2.1.3. Respectful of others, their uniqueness, their wants and their needs</p> <p>1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them</p> <p>1.2.1.5. Courteous, learning to say, “please” and “thank you.”</p> <p>1.2.1.6. Honest, able to tell the difference between truth and lies</p>	<p>R1-2</p> <p>R6</p> <p>R6</p> <p>R2</p> <p>R2</p> <p>R4</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.2.1.1. Loyal, able to develop and sustain friendships</p> <p>2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different</p> <p>2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>2.2.1.5. Courteous in their dealings with friends and strangers</p> <p>2.2.1.6. Honesty, committed to living truthfully and with integrity</p>	<p>R2</p> <p>R1,R10</p> <p>R10,R13, R16,R21</p> <p>R2,R10,R12</p> <p>R1,R21</p>
Religious understanding of the human person: loving others	<p>Pupils should be taught:</p> <p>1.2.2.1. We are part of God’s family</p> <p>1.2.2.2. That saying sorry is important and can help mend broken friendships</p> <p>1.2.2.3. Jesus cared for others</p> <p>1.2.2.4. That we should love other people in the same way Jesus loves us</p>	<p>R2,R4,R6</p>	<p>Pupils should be taught:</p> <p>2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese</p> <p>2.2.2.2. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness</p> <p>2.2.2.3. The sacrament of marriage involves commitment and self-giving</p>	<p>R6</p>

Personal Relationships	<p>In a Catholic school, pupils are growing to be:</p> <p>1.2.3.1. The characteristics of positive and negative relationships</p> <p>1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special.</p> <p>1.2.3.3. There are different family structures and these should be respected</p> <p>1.2.3.4. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>1.2.3.5. To recognise when people are being unkind to them and others and how to respond.</p> <p>1.2.3.6. Different types of teasing and bullying which are wrong and unacceptable.</p>	<p>R12</p> <p>R9</p> <p>R9</p> <p>R2</p> <p>R12</p> <p>R13,R14</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong.</p> <p>2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>2.2.3.3. How to make informed choices in relationships and that choices have positive, neutral and negative consequences</p> <p>2.2.3.4. An awareness of bullying (including cyber-bullying) and how to respond</p> <p>2.2.3.5. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</p> <p>2.2.3.6. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurized</p> <p>2.2.3.7. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes.</p>	<p>R2,R12</p> <p>R4</p> <p>R12,R14</p> <p>R14,R18</p> <p>R6,R14, R18,R20 H25</p> <p>H23-5</p> <p>H23,H25</p>
Keeping safe and people who can help me	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation.</p> <p>People who can help me</p> <p>1.2.4.5. Who to go to if they are worried or need help</p> <p>1.2.4.6. That there are a number of different people and organisations they can go to for help in different situations</p>	<p>H12-15</p> <p>R13,R14</p> <p>R3</p> <p>R10</p> <p>H13</p> <p>H12-15</p>	<p>Pupils should be taught:</p> <p>Keeping safe</p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behaviour are appropriate</p> <p>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>People who can help me</p> <p>2.2.4.5. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>2.2.4.6. How to report and get help if they encounter inappropriate materials or messages</p>	<p>H11</p> <p>H22,H24 H4</p> <p>H20,R8</p> <p>H23-5</p> <p>H23,H25</p>

Theme 3 : Created to live in community(local, national and global)

EYFS & KS1

(PSHE LINK) KS2

(PSHE LINK)

Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p>L3,R4</p> <p>L5</p> <p>L1,L4</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>	<p>L2,L9</p> <p>L9-10</p> <p>L1,L3-5, L7,L9-10</p>
Religious understanding of the importance of human communities	<p>Pupils should be taught:</p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus’ teaching on who is my neighbour</p>		<p>Pupils should be taught:</p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>	
Living in the wider world	<p>Pupils should be taught:</p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behaviour has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p>L4</p> <p>L1-2</p> <p>L3</p> <p>L5</p> <p>H1,H7</p>	<p>Pupils should be taught:</p> <p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>	<p>L2-5</p> <p>H20</p> <p>H12</p> <p>R10,R13, R16,L11, L12</p>

