



## St Benet's RC Primary School Relationship and Health Education Life to the Full

At St Benet's, we follow a four-stage structure which is repeated across four different learning stages:

- EYFS (Nursery & Reception)
- Key Stage 1 (Year 1 & Year 2)
- Lower Key Stage 2 (Year 3 & Year 4)
- Upper Key Stage 2 (Year 5 & Year 6)

Within each year group, there are three modules which are based on the Model Catholic RHE Curriculum:

*Module 1: Created and Loved by God*

*Module 2: Created to Love Others*

*Module 3: Created to Live in Community*

<b>Module 1</b>	<b>Created and Loved by God</b>
<b>Units</b>	Religious Understanding Me, My Body, My Health Emotional Well-being Life Cycles
<b>Module 2</b>	<b>Created to Love Others</b>
<b>Units</b>	Religious Understanding Personal Relationships Keeping Safe
<b>Module 3</b>	<b>Created to Live in Community</b>
<b>Units</b>	Religious Understanding Living in the Wider World

### How the programme is run:

The full programme pathway is delivered over 3 terms every year. This means that the full learning stages are run twice (eg the full KS1 programme is run with Year 1 and then repeated with Year 2). This is the recommended pathway.

### Why repeat the programme?

- Children change and grow; their level of engagement will increase as they develop their social, moral, cultural and spiritual awareness and understanding.

- The learning will be embedded as children build upon what they have previously learned – a truly spiral curriculum.
- Some sessions can be omitted one year if the school feel that children are not quite ready, or they have surpassed that stage of learning; similarly, particular focus can be given to certain topics if it is felt that is needed.

### Differentiation:

This Programme Pathway requires class teachers to plan lessons a little more carefully by ensuring that the content is age appropriate and that it is differentiated from previous learning.

A Suggested Extended Activities will be particularly helpful to class teachers who can plan and deliver original sessions using the resources provided in the programme. Children will be happy to return to the same video content that they saw in the previous year.

Note:

- For each Unit, please allow 15 minutes at the start and 15 minutes at the end to complete the Assessment Activities.
- Please allocate additional time for guided prayers and song time.
- Suggestions for further follow-up activities and sessions are provided for each session.
- See each individual session page on the website for suggested Extended Activities.
- Please allow space within each half-term for occasional sessions to run across two lessons. Each half-term usually contains about 4 lessons, so there is space to do this.

### Long Term Planning EYFS (Nursery & Reception):

Autumn Term	Spring Term	Summer Term
Life To The Full Module 1	Life To The Full Module 2	Life To The Full Module 3

CORE THEME	Module 1: Created and Loved by God				Module 2: Created to Love Others			Module 3: Created to Live in Community	
	Unit 1 Religious Understanding	Unit 2 Me, my body, my health	Unit 3 Emotional well-being	Unit 4 Life cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Story Sessions: Handmade with Love	<b>Session 1</b> I Am Me  <b>Session 2</b> Heads, Shoulders, Knees and Toes  <b>Session 3</b> Ready Teddy?	<b>Session 1</b> I Like, You Like, We All Like!  <b>Session 2</b> Good Feelings, Bad Feelings  <b>Session 3</b> Let's Get Real	<b>Session 1</b> Growing Up	<b>Session 1</b> Role Model	<b>Session 1</b> Who's Who?  <b>Session 2</b> You've Got a Friend in Me  <b>Session 3</b> Forever Friends	<b>Session 1</b> Safe Inside and Out  <b>Session 2</b> My Body, My Rules  <b>Session 3</b> Feeling Poorly  <b>Session 4:</b> People Who Help Us	<b>Session 1</b> God is Love  <b>Session 2</b> Loving God, Loving Others	<b>Session 1</b> Me, You, Us

### Long Term Planning KS1 (Year 1 & Year 2):

Autumn Term	Spring Term	Summer Term
Life To The Full Module 1	Life To The Full Module 2	Life To The Full Module 3

TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
KEY STAGE ONE	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	<b>Story Sessions:</b> Let the Children Come	<b>Session 1:</b> I am Unique  <b>Session 2:</b> Girls and Boys  <b>Session 3 &amp; 4 (two sessions):</b> Clean & Healthy	<b>Session 1:</b> Feelings, Likes and Dislikes  <b>Session 2:</b> Feeling Inside Out  <b>Session 3:</b> Super Susie Gets Angry	<b>Session 1:</b> The Cycle of Life	<b>Session 1:</b> God Loves You	<b>Session 1:</b> Special People  <b>Session 2:</b> Treat Others Well...  <b>Session 3:</b> ...and Say Sorry	<b>Session 1:</b> Being Safe  <b>Session 2:</b> Good Secrets & Bad Secrets  <b>Session 3:</b> Physical Contact  <b>Session 4:</b> Harmful Substances  <b>Session 5:</b> Can You Help Me? (can be split into 2)	<b>Session 1:</b> Three in One  <b>Session 2:</b> Who is My Neighbour?	<b>Session 1:</b> The Communities We Live In

**\*Module 1 Unit 2 to be adapted to NOT include genitalia names.**

### Long Term Planning Lower KS2 (Y3 & Y4):

Autumn Term	Spring Term	Summer Term
Life To The Full Module 1	Life To The Full Module 2	Life To The Full Module 3

TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
LOWER KEY STAGE TWO	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	<b>Session 1:</b> Get Up!  <b>Session 2:</b> The Sacraments	<b>Session 1:</b> We Don't Have To Be The Same  <b>Session 2:</b> Respecting Our Bodies  <b>Session 3 (Yr4+)</b> What is Puberty?  <b>Session 4 (Yr4+)</b> Changing Bodies  <b>Session 5 (Yr4+)</b> Discussion Groups - optional	<b>Session 1:</b> What Am I Feeling?  <b>Session 2:</b> What Am I Looking At?  <b>Session 3:</b> I Am Thankful!	<b>Session 1 (Yr4+):</b> Life Cycles	<b>Story Sessions:</b> Jesus, My Friend	<b>Session 1:</b> Friends, Family and Others  <b>Session 2:</b> When Things Feel Bad	<b>Session 1:</b> Sharing Online  <b>Session 2:</b> Chatting Online  <b>Session 3:</b> Safe in My Body  <b>Session 4:</b> Drugs, Alcohol and Tobacco  <b>Session 5:</b> First Aid Heroes	<b>Session 1:</b> A Community of Love  <b>Session 2:</b> What is the Church?	<b>Session 1:</b> How Do I Love Others?

**\*Module 1 Unit 4 'Life Cycles' to be omitted.**

**\*Module 1 Unit 2 session3/4/5 to be taught to Year 4 children only in the Summer Term.**

**Long Term Planning Upper KS2 (Y5 & Y6):**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Life To The Full Module 3	Life To The Full Module 1	Life To The Full Module 2

TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
<b>UPPER KEY STAGE TWO</b>	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	<b>Story Sessions:</b> Calming the Storm	<b>Session 1:</b> Gifts and Talents  <b>Session 2:</b> Girls' Bodies  <b>Session 3:</b> Boys' Bodies  <b>Session 4:</b> Spots and Sleep	<b>Session 1:</b> Body Image  <b>Session 2:</b> Peculiar Feelings  <b>Session 3:</b> Emotional Changes  <b>Session 4:</b> Seeing Stuff Online	<b>Session 1:</b> Making Babies (P1)  <b>Session 2:</b> Making Babies (P12) *Optional. See your Programme Coordinator  <b>Session 3:</b> Menstruation	<b>Session 1:</b> Is God Calling You?	<b>Session 1:</b> Under Pressure  <b>Session 2:</b> Do You Want a Piece of Cake?  <b>Session 3:</b> Self-Talk	<b>Session 1:</b> Sharing Isn't Always Caring  <b>Session 2:</b> Cyberbullying  <b>Session 3:</b> Types of Abuse  <b>Session 4:</b> Impacted Lifestyles  <b>Session 5:</b> Making Good Choices  <b>Session 6:</b> Giving Assistance	<b>Session 1:</b> The Trinity  <b>Session 2:</b> Catholic Social Teaching	<b>Session 1:</b> Reaching Out

**\*Module 1 Unit 4 'Life Cycles' Making Babies to be omitted.**

**\*Module 1 session 4 'Seeing Stuff Online' to be adapted.**

The school nurse will visit school to support some aspects of Module 1 session 2 and 3.

# Life To The Full Progression of Skills

## Primary – EYFS: Nursery/Reception

<b>Module 1</b>		<b>Autumn Term</b>
<b>Religious Understanding</b>	Children can express that:	<ul style="list-style-type: none"> <li>• We are created individually by God as part of His creation plan</li> <li>• We are all God's children and are special</li> <li>• Our bodies were created by God and are good</li> <li>• We can give thanks to God</li> </ul>
<b>Me, My Body, My Health</b>	Children can express that:	<ul style="list-style-type: none"> <li>• We are each unique, with individual gifts, talents and skills</li> <li>• Whilst we all have similarities because we are made in God's image, difference is part of God's plan</li> <li>• That their bodies are good and made by God</li> <li>• The names of the parts of the body (not genitalia)</li> <li>• That our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</li> </ul>
<b>Emotional Well-being</b>	Children can express that:	<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>• That it is natural for us to relate to and trust one another</li> <li>• A language to describe their feelings</li> <li>• An understanding that everyone experiences feelings, both good and bad</li> <li>• Simple strategies for managing feelings</li> <li>• Simple strategies for managing emotions and behaviour</li> <li>• That we have choices and these choices can impact how we feel and respond.</li> <li>• We can say sorry and forgive like Jesus</li> </ul>
<b>Life Cycles</b>	Children can express that:	<ul style="list-style-type: none"> <li>• That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult</li> </ul>

<b>Module 2</b>		<b>Spring Term</b>
<b>Religious Understanding</b>	Children can express that:	<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>
<b>Personal Relationships</b>	Children are able to describe:	<ul style="list-style-type: none"> <li>• Special people (e.g. parents, carers, friends) and what makes them special</li> <li>• The importance of the nuclear family and of the wider family</li> <li>• The importance of being close to and trusting of '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>• The characteristics of positive and negative relationships</li> <li>• Different types of teasing and that all bullying is wrong and unacceptable</li> <li>• When they have been unkind to others and say sorry</li> <li>• That when we are unkind, we hurt God and should say sorry</li> <li>• When people are being unkind to them and others and how to respond</li> <li>• That we should forgive like Jesus forgives.</li> </ul>
<b>Keeping Safe</b>	Children can explain:	<ul style="list-style-type: none"> <li>• About safe and unsafe situations indoors and outdoors, including online</li> <li>• That they can ask for help from their special people</li> <li>• That they are entitled to bodily privacy</li> <li>• That they can and should be open with 'special people' they trust if anything troubles them</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</li> <li>• That medicines should only be taken when a parent or doctor gives them to us</li> <li>• That medicines are not sweets</li> <li>• That we should always try to look after our bodies because God created them and gifted them to us</li> <li>• That there are lots of jobs designed to help us</li> <li>• That paramedics help us in a medical emergency</li> <li>• That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> </ul>

<b>Module 3</b>		<b>Summer Term</b>
<b>Religious Understanding</b>	Children can express:	<ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit</li> <li>• That being made in His 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>• Some Scripture illustrating the importance of living in a community</li> <li>• That no matter how small our offerings, they are valuable to God and He can use them for His glory</li> </ul>
<b>Living in the Wider World</b>	Children can express:	<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>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</li> <li>• About what harms and what improves the world in which they live</li> </ul>

## Primary – KS1: Year 1/Year 2

<b>Module 1</b>		<b>Autumn Term</b>
<b>Religious Understanding</b>	Children can express that:	<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> <li>• God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness</li> <li>• We are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>• We can give thanks to God in different ways</li> </ul>
<b>Me, My Body, My Health</b>	Children can explain:	<ul style="list-style-type: none"> <li>• That we are unique, with individual gifts, talents and skills</li> <li>• That our bodies are good</li> <li>• The names of the parts of our bodies (naming genitalia will depend on key decision made by individual schools)</li> <li>• That girls and boys have been created by God to be both similar and different and together make up the richness of the human family</li> <li>• Our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li> <li>• The importance of sleep, rest and recreation for our health</li> <li>• How to maintain personal hygiene</li> </ul>
	<b>*Genitalia names not to be used</b>	
<b>Emotional Well-being</b>	Children can explain:	<ul style="list-style-type: none"> <li>• That it is natural for us to relate to and trust one another</li> <li>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• A language to describe our feelings</li> <li>• In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</li> <li>• Simple strategies for managing feelings and for good behaviour</li> <li>• That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</li> <li>• That Jesus died on the cross so that we would be forgiven</li> </ul>
<b>Life Cycles</b>	Children can describe:	<ul style="list-style-type: none"> <li>• That there are natural life stages from birth to death, and what these are – typically naming baby, child, teenager, adult, old age adult</li> </ul>

<b>Module 2</b>		<b>Spring Term</b>
<b>Religious Understanding</b>	Children can describe that: <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> <li>• We should love other people in the same way God loves us</li> </ul>	
<b>Personal Relationships</b>	Children are able to describe: <ul style="list-style-type: none"> <li>• 'Special people' (their parents, carers, friends, parish priest) and what makes them special</li> <li>• The importance of nuclear and wider family</li> <li>• The importance of being close to and trusting special people and telling them if something is troubling them</li> <li>• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> <li>• The characteristics of positive and negative relationships</li> <li>• Different types of teasing and that all bullying is wrong and unacceptable</li> <li>• When they have been unkind and say sorry</li> <li>• When people are being unkind to them and others and how to respond</li> <li>• When we are unkind to others, we hurt God also and should say sorry to him as well</li> <li>• That we should forgive like Jesus forgives</li> </ul>	
<b>Keeping Safe</b>	Children can explain: <ul style="list-style-type: none"> <li>• Some safe and unsafe situations, including online</li> <li>• The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</li> <li>• How to resist pressure when feeling unsafe</li> <li>• That they are entitled to bodily privacy</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest</li> <li>• That medicines are drugs, but not all drugs are good for us</li> <li>• That alcohol and tobacco are harmful substances</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade</li> <li>• That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999</li> <li>• Some basic principles of First Aid</li> </ul>	

<b>Module 3</b>		<b>Summer Term</b>
<b>Religious Understanding</b>	Children can explain: <ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit</li> <li>• That being made in His 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>• A scripture illustrating the importance of living in community as a consequence of this</li> <li>• Jesus' teaching on who is my neighbour</li> </ul>	
<b>Living in the Wider World</b>	Children can explain: <ul style="list-style-type: none"> <li>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</li> <li>• What harms and what improves the world in which we live in simple terms</li> </ul>	

## Primary – LKS2: Year 3/Year 4

<b>Module 1</b>		<b>Autumn Term</b>
<b>Religious Understanding</b>		<p>Children can explain that:</p> <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>• God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)</li> <li>• Every human life is precious from the beginning of life (conception) to natural death</li> <li>• Personal and communal prayer and worship are necessary ways of growing in our relationship with God</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> <li>• It is important to make a nightly examination of conscience</li> </ul>
<b>Me, My Body, My Health</b>	<p><b>*Y4</b> <b>puberty sessions taught end of summer term</b></p>	<p>Children can explain:</p> <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>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do</li> </ul> <p><b>Year 4 onwards:</b></p> <ul style="list-style-type: none"> <li>• What the term puberty means</li> <li>• When they can expect puberty to take place</li> <li>• That puberty is part of God's plan for our bodies</li> <li>• Correct naming of genitalia</li> <li>• What changes will happen to boys during puberty</li> <li>• What changes will happen to girls during puberty</li> </ul>
<b>Emotional Well-being</b>		<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action</li> <li>• What emotional well-being means</li> <li>• That positive actions help emotional well-being (beauty, art, etc. lift the spirit)</li> <li>• That talking to trusted people helps emotional well-being (eg parents/carer/teacher/parish priest)</li> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That some behaviour is wrong, unacceptable, unhealthy and risky</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</li> </ul>
<b>Life Cycles</b>	<p><b>*omitted unit Taught following science curriculum</b></p>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That they were handmade by God with the help of their parents</li> <li>• How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</li> <li>• How conception and life in the womb fits into the cycle of life</li> </ul>

<b>Module 2</b>		<b>Spring Term</b>
<b>Religious Understanding</b>		<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God loves, embraces, guides, forgives and reconciles us with him and one another</li> <li>• The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness</li> <li>• That relationships take time and effort to sustain</li> <li>• That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness</li> </ul>
<b>Personal Relationships</b>		<p>Children can describe:</p> <ul style="list-style-type: none"> <li>• Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong</li> <li>• That there are different types of relationships including those between acquaintances, friends, relatives and family</li> <li>• That good friendship is when both persons enjoy each other's company and also want what is truly best for the other</li> <li>• The difference between a group of friends and a 'clique'</li> <li>• Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>• Harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> </ul>



<b>Module 3</b>	<b>Summer Term</b>
<b>Religious Understanding</b>	<p>Children can describe that:</p> <ul style="list-style-type: none"> <li>• God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'</li> <li>• The human family can reflect the Holy Trinity in charity and generosity</li> <li>• The Church family comprises home, school and parish (which is part of the diocese)</li> </ul>
<b>Living in the Wider World</b>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God wants His Church to love and care for others</li> <li>• Practical ways of loving and caring for others</li> </ul>
	<ul style="list-style-type: none"> <li>• That their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• How to use technology safely</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• How to use technology safely</li> <li>• That bad language and bad behaviour are inappropriate</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</li> <li>• That medicines are drugs, but not all drugs are good for us</li> <li>• That alcohol and tobacco are harmful substances</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• That in an emergency, it is important to remain calm</li> <li>• That quick reactions in an emergency can save a life</li> <li>• How to help in an emergency using their First Aid knowledge</li> </ul>

## Primary – UKS2: Year 5/Year 6

<b>Module 1</b>	<b>Summer Term</b>
<b>Religious Understanding</b>	<p>Children can explain that:</p> <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>
<b>Me, My Body, My Health</b>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community</li> <li>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• That human beings are different to other animals</li> <li>• About the unique growth and development of humans, and the changes that girls and boys will experience during puberty</li> <li>• About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately</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><b>Emotional Well-being</b></p> <p><i>*some sessions to be adapted</i></p>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</li> <li>• A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action</li> <li>• That some behaviour is wrong, unacceptable, unhealthy or risky</li> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being</li> <li>• The difference between harmful and harmless videos and images</li> <li>• The impact that harmful videos and images can have on young minds</li> <li>• Ways to combat and deal with viewing harmful videos and images</li> </ul>
<p><b>Life Cycles</b></p> <p><i>*whole unit omitted</i></p>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb</li> <li>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> <li>• Some practical help on how to manage the onset of menstruation</li> </ul> <p><b>NON STATUTORY - schools should make their own choices over these:</b></p> <ul style="list-style-type: none"> <li>• Basic scientific facts about sexual intercourse between a man and woman</li> <li>• The physical, emotional, moral and spiritual implications of sexual intercourse</li> <li>• The Christian viewpoint that sexual intercourse should be saved for marriage</li> </ul>

<p><b>Module 2                      Autumn Term</b></p>	
<p><b>Religious Understanding</b></p>	<p>Children can describe:</p> <ul style="list-style-type: none"> <li>• That God calls us to love others</li> <li>• Ways in which we can participate in God's call to us</li> </ul>
<p><b>Personal Relationships</b></p>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That pressure comes in different forms, and what those different forms are</li> <li>• That there are strategies that they can adopt to resist pressure</li> <li>• What consent and bodily autonomy means</li> <li>• Different scenarios in which it is right to say 'no'</li> <li>• How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</li> </ul>
<p><b>Keeping Safe</b></p>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• How to use technology safely</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• What the term cyberbullying means and examples of it</li> <li>• What cyberbullying feels like for the victim</li> <li>• How to get help if they experience cyberbullying</li> <li>• What kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</li> <li>• The effect that a range of substances including drugs, tobacco and alcohol can have on the body</li> <li>• How to make good choices about substances that will have a positive impact on their health</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• How they may come under pressure when it comes to drugs, alcohol and tobacco</li> <li>• That they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies</li> <li>• That the recovery position can be used when a person is unconscious but breathing</li> <li>• That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</li> </ul>

<b>Module 3</b>	<b>Spring Term</b>
<b>Religious Understanding</b>	Children can explain: <ul style="list-style-type: none"><li>• That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</li><li>• That the Holy Spirit works through us to bring God's love and goodness to others</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>
<b>Living in the Wider World</b>	Children can explain: <ul style="list-style-type: none"><li>• How to apply the principles of Catholic Social Teaching to current issues</li><li>• Ways in which they can spread God's love in their community</li></ul>