

# Relationship, Sex and Health Education Policy (RSHE) 2022 - 2023

|                             |   |
|-----------------------------|---|
| <i>Chair of Governors</i>   | <i>Mrs Carmel Foster</i>  |
| <i>Headteacher</i>          | <i>Mrs Rachel Crolla</i>  |
| <i>Date adopted: 4.2.21</i> | <i>Review Date: Spring term 2023</i><br><i>Date of next review: Spring 2024</i> |

At St. Anne's, together in faith, we passionately commit to:

*Build a loving, vibrant community with Christ at the heart;*

- Within our local and global communities, live, share and celebrate God's word, together with the core values of our school community.
- Work as one to make a positive difference in all that we do.
- Responsibly keep everyone safe and secure within an environment of tolerance and respect.

*Celebrate the uniqueness of all and enable them to reach their potential:*

- Value the uniqueness and dignity of all individuals, enabling them to grow, have aspirations and become global citizens of our common home.
- To respectfully hear, listen and respond to everyone's voice, thoughts and opinions equally.
- Recognise and develop individual qualities to enable all to live life to the full with courage and compassion.

*Through our shared vision and values, nurture knowledge and skills for life-long learning and achievement;*

- Build a place and a curriculum where everyone matters and everyone succeeds, with high expectations of ourselves and others.
- Develop pupils who grow to care about the world and go on to make a positive difference.
- For children to leave each stage of their learning journey with happy memories, lasting friendships and a desire to fulfil their hopes and dreams throughout their lives.

Raising **self-esteem**, with **commitment**, **organisation** and **resilience**, we achieve **excellence** as together we...

*"Learn to love, Love to learn in readiness for life."*

## Rationale

*'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'*

*(Jn.10.10)*

We are involved in Relationship, Sex and Education (RSE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE/RSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationship, Sex and Health Education RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## Aim

St Anne's Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic mission and identity.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE), using the recommended resource 'Journey In Love 2020', we believe that we can promote the development of the whole child, so that children can grow in wisdom and stature, understanding the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The other aspects of the Statutory curriculum intent will be met by using a cross curricular approach. There are many opportunities throughout the curriculum, but the subjects most involved in providing discrete opportunities for teaching and learning of the RSHE curriculum are RE, through the Come and See programme, PSHE, using the Jigsaw scheme of work, Science and computing. For further details on how this will be covered in each year group, please see the curriculum maps in the appendices.

## The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at St Anne's are to:

- Provide a framework in which sensitive discussions can take place.

- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

### Statutory Requirements

At St Anne's, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A

This is statutory guidance from the Department for Education Equality Act 2010.

### Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - Staff involved included; Rachel Crolla (HT), Sharon Wylde (DHT), Emma Ward (AHT) and Sophie Volynchook (AHT & RSHE lead). All DfE guidance and local Liverpool Archdiocese guidance was used to inform policy.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation - due to Covid restrictions, parent consultation was completed online. Parents were invited

to complete an online survey and there was then an opportunity for parents who had requested further information to communicate with a member of SLT to discuss any further issues. The policy was also sent to link Governors and the Chair of Governors prior to ratification.

4. Pupil consultation - through pupil voice questionnaires we investigated what pupils understood about the RSHE curriculum, what they value and how we could develop the subject further.
5. Ratification - after consultation, the policy was an agenda item at a meeting of the Catholic Ethos committee and ratified.

### Definition

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

### Curriculum

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2020 this includes \*sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

After considering the needs of our pupils, taking into account Public Health England's Intelligence Team's report for the local area of St Helens, it was decided by the Senior Management Team that we would use the Jigsaw Programme of work for PSHE. The PSHE lead (now left the school) worked closely with the RSHE lead (S. Volynchok) to map out a 'Personal Development' curriculum map for each year group to ensure that the PSHE and RSHE curriculum worked in conjunction with other core and foundation subjects to provide a broad and well matched curriculum for the pupils in our care. See Appendix

Subject leads have also consulted with our Pastoral Manager (Sam Flaherty) to ensure that additional sessions are provided (e.g. NSPCC 'Talking Pants'). This is completed on a class-by-class basis so that the level of the content can be tailored to meet the needs of the children in that class, in an age and stage appropriate manner.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online. Staff are encouraged to delay answering pupil's questions if they are unsure of the answer and to consult with RSHE and PSHE subject leads and/or a member of the Senior Leadership Team. They will provide support to the class teacher in the form of correct subject knowledge and terminology in the light of our Catholic ethos and can also provide support in working with the child if it is deemed necessary or requested by the class teacher.

### Delivery of Relationship, Sex and Health Education (RSHE)

Relationship and Sex Education (RSE) is taught both discrete and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science, Computing and Physical Education. There are other subjects in our curriculum which will contribute to the RSHE curriculum, these are outlined in the Personal Development Curriculum Maps in the Appendix.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.

- Online relationships.
- Being safe.

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

### Equal Opportunities

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

### Roles and Responsibility

#### The Governing Body

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

#### The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6\* (see right of withdrawal)

#### Staff

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

## **Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory sexual intercourse component of sex education in Year 6.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents do not have the right to withdraw their children from Relationships Education 2020.

## **Monitoring arrangements**

The delivery of RSHE is monitored by Sophie Volynchook and other members of the Senior Leadership Team through learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be agreed annually by the governors and reviewed every three years.

## Resources

Journey in Love

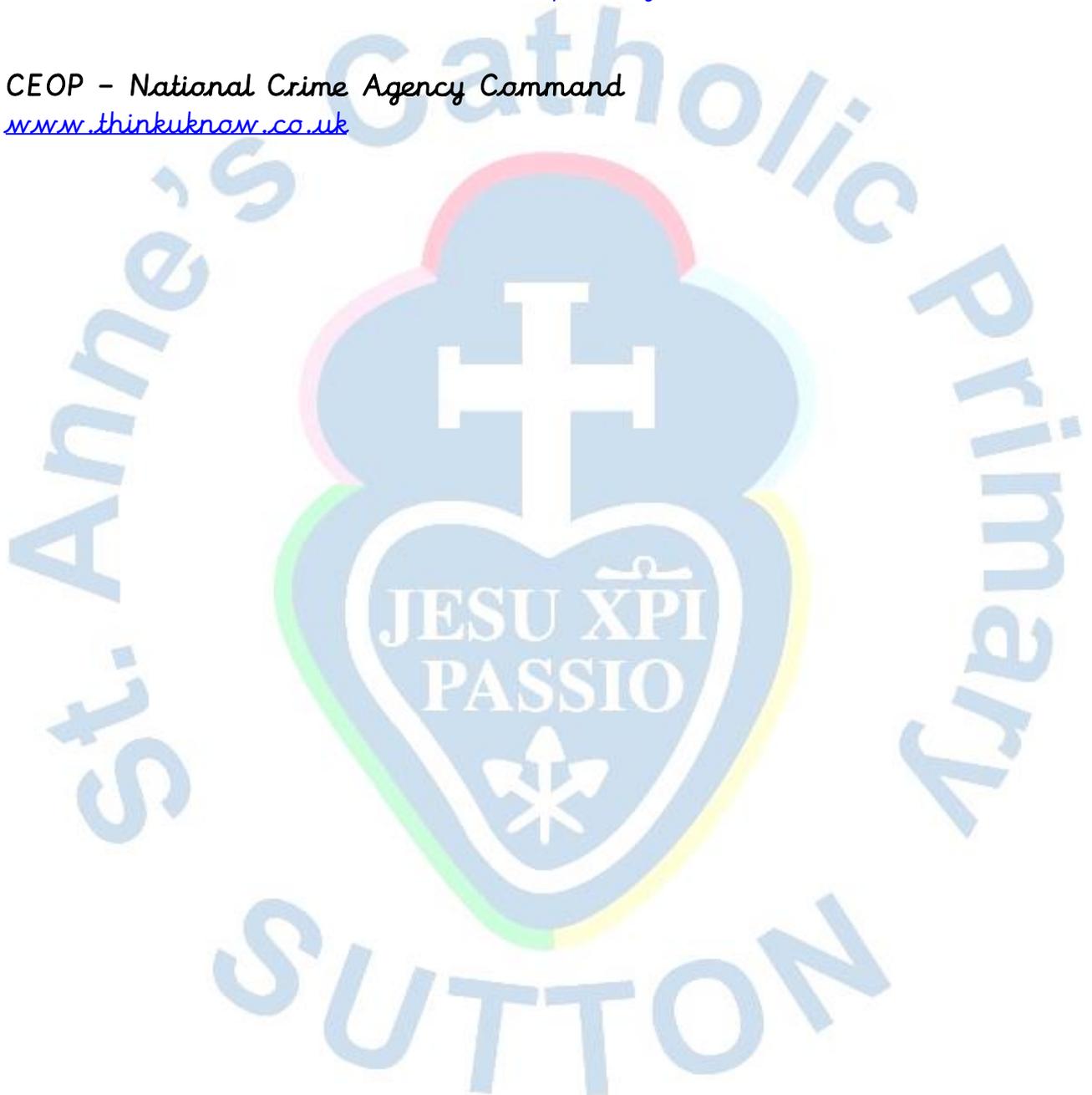
Jigsaw

Purple Mash (Online Safety)

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

CEOP - National Crime Agency Command

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)



## Appendix 1

### Primary Relationships Education Statutory Learning Opportunities

#### Families and people who care for me

|   |                    |
|---|--------------------|
| <i>That families are important for children growing up because they can give love, security and stability</i>   | <i>All</i>         |
| <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> | <i>Years 1 - 6</i> |
| <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>  | <i>Years 1 - 6</i> |
| <i>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</i>  | <i>Years 1 - 6</i> |
| <i>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</i>   | <i>UKS2</i>        |
| <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>  | <i>3, 6</i>        |

#### Caring friendships

|   |                           |
|---|---------------------------|
| <i>How important friendships are in making us feel happy and secure, and how people choose and make friends</i>   | <i>EYFS, Year 2</i>       |
| <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>                          | <i>Years 3 &amp; 4</i>    |
| <i>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</i>   | <i>Years 3 &amp; 4</i>    |
| <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>  | <i>Years 3, 4 &amp; 6</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> | <i>All</i>                |

## Respectful relationships

|   |                |
|---|----------------|
| <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> | All            |
| <i>Practical steps they can take in a range of different contexts to improve or support respectful relationships</i>  | Years 1 - 6    |
| <i>The conventions of courtesy and manners</i>  | 4              |
| <i>The importance of self-respect and how this links to their own happiness</i>   | Years 1 - 6    |
| <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>                             | Years 1 - 6    |
| <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>                                       | Years 1 - 6    |
| <i>What a stereotype is, and how stereotypes can be unfair, negative or destructive</i>   | Years 2, 4 & 5 |
| <i>The importance of permission-seeking and giving in relationships with friends, peers and adults</i>  | Years 1 - 6    |

## Online relationships

|   |                   |
|---|-------------------|
| <i>That people sometimes behave differently online, including by pretending to be someone they are not</i>  | Years 5 & 6       |
| <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> | Years 3, 4, 5 & 6 |
| <i>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</i>  | Years 1 - 6       |
| <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>                     | Years 3, 4, 5 & 6 |
| <i>How information and data is shared and used online</i>   | Years 1 - 6       |

## Being safe

|  |               |
|--|---------------|
| What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)   | Years 1 - 6   |
| 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 | EYFS - Year 6 |
| That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact                                | EYFS - Year 6 |
| How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know   | Years 1 - 6   |
| How to recognise and report feelings of being unsafe or feeling bad about any adult  | Years 1 - 6   |
| How to ask for advice or help for themselves or others, and to keep trying until they are heard  | Years 1 - 6   |
| How to report concerns or abuse, and the vocabulary and confidence needed to do so   | Years 1 - 6   |
| Where to get advice from e.g. family, school and/or other sources  | Years 1 - 6   |

## Mental wellbeing

|   |                       |
|---|-----------------------|
| That mental wellbeing is a normal part of daily life, in the same way as physical health  | Years 1,3,4,5 & 6     |
| 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 | EYFS, Y3, Y4, Y5 & Y6 |
| 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  | Y3, Y4, Y5 & Y6       |
| How to judge whether what they are feeling and how they are behaving is appropriate and proportionate   | Y3, Y4, Y5 & Y6       |
| The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness   | Years 1, 3 & 5        |
| Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests   | Year 2                |
| Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support  | Year 3                |

|   |               |
|---|---------------|
| That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing   | Years 1 - 6   |
| 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) | Years 1 - 6   |
| 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   | Years 5 and 6 |

### Internet safety and harms

|  |                         |
|--|-------------------------|
| That for most people the internet is an integral part of life and has many benefits  | Years 1 - 6             |
| 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 | Years 1 - 6             |
| How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private                                | Years 1 - 6             |
| Why social media, some computer games and online gaming, for example, are age restricted   | Years 5 & 6             |
| 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   | Years 1, 2, 3, 4, 5 & 6 |
| How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted   | Years 4, 5 & 6          |
| Where and how to report concerns and get support with issues online  | Years 2, 3, 4, 5 & 6    |

### Physical health and fitness

|  |               |
|--|---------------|
| The characteristics and mental and physical benefits of an active lifestyle  | EYFS - Year 6 |
| 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 | EYFS - Year 6 |
| The risks associated with an inactive lifestyle (including obesity)  | Years 1 - 6   |
| How and when to seek support including which adults to speak to in school if they are worried about their health   | Years 1 - 6   |

### Healthy eating

|   |               |
|---|---------------|
| What constitutes a healthy diet (including understanding calories and other nutritional content)  | EYFS - Year 6 |
| The principles of planning and preparing a range of healthy meals   | Years 1 - 4   |
| 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) | Years 3 - 6   |

### Drugs, alcohol and tobacco

|   |             |
|---|-------------|
| The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | Years 1 - 6 |
|---|-------------|

### Health and prevention

|   |  |
|---|--|
| How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body                             | Years 3 - 6  |
| About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer                            | All years groups - Pastoral provision during the Summer term |
| The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn | Years 1 - 6  |
| About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist             | EYFS, Year 4   |

|  |               |
|--|---------------|
| About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing | EYFS - Year 6 |
| The facts and science relating to allergies, immunisation and vaccination  | Year 6        |

### Basic first aid

|  |        |
|--|--------|
| How to make a clear and efficient call to emergency services if necessary                      | Year 5 |
| Concepts of basic first aid, for example dealing with common injuries, including head injuries | Year 5 |

### Changing adolescent body

|   |            |
|---|------------|
| Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes | Year 5 & 6 |
| About menstrual wellbeing including the key facts about the menstrual cycle   | Year 5     |



## Appendix 2 - RSHE Medium Term Overview

|               | <b>Aim</b>  | <b>Autumn:<br/>Social &amp; Emotional</b>  | <b>Spring:<br/>Physical</b>  | <b>Summer:<br/>Review &amp; Spiritual</b>  |
|---------------|---|--|--|--|
| <b>EYFS</b>   | <i>To explore the wonder of being special and unique.</i>   | <i>To recognise the joy of being a special person in my family.</i>  | <i>To recognise that we are all different and unique.</i>  | <i>To celebrate the joy of being a special person in God's family.</i>   |
| <b>Year 1</b> | <i>To focus on families and specially growing up in a loving, secure and stable home.</i>   | <i>To recognise the signs that I am loved in my family.</i>  | <i>To recognise how I am cared for and kept safe in my family.</i>   | <i>To celebrate ways that God loves and cares for us.</i>  |
| <b>Year 2</b> | <i>To describe how we are growing and developing in diverse communities that are God-given.</i>   | <i>To recognise the joy of friendship of belonging to a diverse community.</i>   | <i>To describe ways of being safe in communities.</i>  | <i>To celebrate ways of meeting God in our communities.</i>  |
| <b>Year 3</b> | <i>To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe.</i>  | <i>To describe and give reasons how friendships make us feel happy and safe.</i>   | <i>To describe and give reasons why friendships break down, how they can be repaired and strengthened.</i> | <i>To celebrate the joy and happiness of living in friendship with God and others.</i>   |
| <b>Year 4</b> | <i>To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</i>  | <i>To describe how we all should be accepted and respected.</i>  | <i>To describe how we should treat others making links with the diverse modern society we live in.</i>     | <i>To celebrate the uniqueness and innate beauty of each of us.</i>  |
| <b>Year 5</b> | <i>To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty, sensitivity, mood swings, anger, boredom et., and grow further in God's presence in our daily lives.</i>     | <i>To show knowledge and understanding of emotional relationship changes as we grow and develop.</i>   | <i>To show knowledge and understanding of the physical changes in puberty.</i>                             | <i>To celebrate the joy of growing physically and spiritually.</i>   |
| <b>Year 6</b> | <i>To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focussing on Catholic teaching, children will also know and understand about the conception of a child within Marriage.</i> | <i>To develop a secure understanding that stable and caring relationships, which may be of difference types, are at the heart of happy families.</i> | <i>To explain how human life is conceived.</i>   | <i>To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.</i> |

Appendix 3  
Come and See and  
Relationship and Sex Education



### Introduction

The following is intended as a guide for linking Relationship and Sex Education with Come and See. Some of these aspects might be covered in the EXPLORE section where the topic is being introduced, starting with the pupil's own experience, and extending into the REVEAL and RESPOND sections. Some ideas may be used in the REVEAL process where the teaching is explicitly concerned with Scripture and the teaching of the Church. Some topics offer more explicit teaching to develop ideas about Relationship and Sex Education, some less so.

Another way of using this section is when teaching Religious Education which occurs in other aspects of the curriculum e.g. Science, P.E, PSHE etc.

| <b>EARLY YEARS</b> |   |   |
|--------------------|---|---|
| <b>MYSELF</b>      | <i>God knows and loves each one</i>       | <ul style="list-style-type: none"> <li>• Each one's name is important</li> <li>• I am special and have a special name</li> <li>• I have a family name</li> <li>• Everyone is precious to God</li> </ul> |
| <b>WELCOME</b>     | <i>Baptism a welcome to God's family</i>  | <ul style="list-style-type: none"> <li>• How we are made to feel welcome</li> <li>• How do we show others that they are welcomed?</li> <li>• How is a baby welcomed into a family?</li> </ul>           |
| <b>BIRTHDAY</b>    | <i>Looking forward to Jesus' birthday</i> | <ul style="list-style-type: none"> <li>• Why do we celebrate birthdays?</li> <li>• What a birthday is</li> </ul>  |

|                    |  |  |
|--------------------|--|--|
|                    |  | <ul style="list-style-type: none"> <li>• What people do while they wait for a birthday</li> <li>• Some of the ways birthdays are celebrated</li> </ul>   |
| <b>CELEBRATING</b> | People celebrate in church                       | <ul style="list-style-type: none"> <li>• Why is celebrating important?</li> <li>• What is good about celebrating together?</li> <li>• What a celebration is</li> <li>• Different elements of celebration</li> <li>• Different ways of celebrating</li> </ul> |
| <b>GATHERING</b>   | The parish family gathers to celebrate Eucharist | <ul style="list-style-type: none"> <li>• Why do we gather together?</li> <li>• How we gather as a church/parish family</li> <li>• What are the things that are better done together and why?</li> <li>• The importance of gathering</li> </ul>               |
| <b>GROWING</b>     | Looking forward to Easter                        | <ul style="list-style-type: none"> <li>• The ways in which we grow</li> <li>• That spring is a time when things begin to grow</li> <li>• The ways in which we can grow in love to be more like Jesus</li> </ul>  |
| <b>GOOD NEWS</b>   | Passing on the Good News of Jesus                | <ul style="list-style-type: none"> <li>• How they and others feel when they have good news.</li> <li>• The joy and happiness the good news brings</li> <li>• That everyone has good news to share</li> </ul>   |
| <b>FRIENDS</b>     | Friends of Jesus                                 | <ul style="list-style-type: none"> <li>• how friends make us feel happy, comfortable and glad</li> <li>• What breaks and mends friendships:</li> </ul>   |

|                  |                       |  |
|------------------|-----------------------|--|
|                  |                       | <ul style="list-style-type: none"> <li>• It is good to have friends</li> <li>• How we can change and say sorry and forgive each other</li> </ul>   |
| <b>OUR WORLD</b> | God's wonderful world | <ul style="list-style-type: none"> <li>• How wonderful our world is</li> <li>• How we could make God's world even more wonderful</li> <li>• What would happen if we did not look after our world?</li> <li>• What we love about our world.</li> <li>• What fills us with wonder about our world.</li> <li>• Everyone shares God's world.</li> <li>• How we would feel if we did not work together to share God's world.</li> </ul> |

|                  |   |   |
|------------------|---|---|
| <b>YEAR 1</b>    |   |   |
| <b>FAMILIES</b>  | God's love and care for every family            | <ul style="list-style-type: none"> <li>• How families show love and care for each other.</li> <li>• God's love and care for them and their families.</li> <li>• How God shows love and care for individuals, families and all of creation</li> </ul>      |
| <b>BELONGING</b> | Baptism an invitation to belong to God's family | <ul style="list-style-type: none"> <li>• What it feels like to belong</li> <li>• The experience of belonging to their family and the Church family</li> <li>• How babies are welcomed into the Church family.?</li> <li>• Parents are blessed.</li> </ul> |

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| <b>WAITING</b>               | Advent a time to look forward to Christmas | <ul style="list-style-type: none"> <li>• How we feel when we are waiting</li> <li>• Why waiting can be difficult at times</li> <li>• Others may help us as we wait</li> <li>• We can help others.</li> </ul>   |
| <b>SPECIAL PEOPLE</b>        | People in the parish family                | <ul style="list-style-type: none"> <li>• Special people help us</li> <li>• What makes a person special?</li> <li>• How we can love and serve each other</li> <li>• There are people who do special jobs at Mass when the parish family gathers</li> <li>• Some of ways in which these people help</li> </ul> |
| <b>MEALS</b>                 | Mass; Jesus' special meal                  | <ul style="list-style-type: none"> <li>• What important for a happy meal</li> <li>• What makes a family meal special?</li> <li>• Preparation for a meal.</li> <li>• How we love and serve Jesus</li> <li>• How it is good to say thank you for our meals</li> </ul>  |
| <b>CHANGE</b>                | Lent a time for change                     | <ul style="list-style-type: none"> <li>• How the season change.</li> <li>• The ways we change and grow in love and kindness.</li> <li>• How we can change and make a new start in Lent.</li> </ul>   |
| <b>HOLIDAYS AND HOLYDAYS</b> | Pentecost: the feast of the Holy Spirit    | <ul style="list-style-type: none"> <li>• Why are holidays different from ordinary days?</li> <li>• What makes holidays happy times</li> </ul>  |

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|                    |                              | <ul style="list-style-type: none"> <li>• How holidays are times to relax and do something different</li> <li>• We should thank God for holidays and our wonderful world</li> </ul>   |
| <b>BEING SORRY</b> | God helps us to choose well  | <ul style="list-style-type: none"> <li>• Making choices that help us feel happy.</li> <li>• Making choices that make us feel unhappy.</li> <li>• What helps us to make good choices.</li> <li>• How would it be if everyone followed Jesus' new rule to 'love one another'.</li> <li>• Sometimes hard to say sorry and to forgive.</li> <li>• It is good to say sorry</li> <li>• The end of the day is a good time to reflect on the choices made and to ask God's forgiveness.</li> </ul> |
| <b>NEIGHBOURS</b>  | Neighbours share God's world | <ul style="list-style-type: none"> <li>• Who is our neighbour?</li> <li>• What makes a good neighbour?</li> <li>• How we can be a good neighbour</li> <li>• What happens if someone is not a good neighbour</li> </ul>   |

## YEAR 2

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| <b>BEGINNINGS</b> | God is present in every beginning | <ul style="list-style-type: none"> <li>• How you feel when you begin anything new</li> <li>• Why some beginnings are easy and some are difficult</li> <li>• How we begin our day</li> <li>• How each day is a new beginning.</li> </ul> |
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|                            |  | <ul style="list-style-type: none"> <li>• God cares for everyone.</li> <li>• God being present in all new beginnings</li> </ul>  |
| <b>SIGNS &amp; SYMBOLS</b> | Signs and symbols used in Baptism  | <ul style="list-style-type: none"> <li>• The meaning and importance of some symbols in life.</li> <li>• The power of symbols to convey meaning</li> <li>• Some of the signs and symbols in daily life</li> </ul>  |
| <b>PREPARING</b>           | Advent; preparing to celebrate Christmas   | <ul style="list-style-type: none"> <li>• Why is it necessary to prepare?</li> <li>• What would happen if you didn't prepare?</li> <li>• How you feel when you are preparing for special times?</li> <li>• What is the best way to prepare for Jesus' coming?</li> </ul> |
| <b>BOOKS</b>               | The books used in Church   | <ul style="list-style-type: none"> <li>• The importance of books in our lives.</li> <li>• The need for books</li> <li>• How books can help us</li> </ul>  |
| <b>THANKSGIVING</b>        | Mass a special time for saying thank you to God for everything, especially Jesus | <ul style="list-style-type: none"> <li>• How you feel when you thank others</li> <li>• How you feel when you are thanked</li> <li>• Why we thank God our Father</li> <li>• How the parish family can spread the message of thanksgiving and peace.</li> </ul>           |
| <b>OPPORTUNITIES</b>       | Lent an opportunity to start anew in order to celebrate Jesus' new life          | <ul style="list-style-type: none"> <li>• How each day offers opportunities for good</li> <li>• What helps a person choose well</li> </ul>   |

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|                 |   | <ul style="list-style-type: none"> <li>• The opportunity of Lent offers to make a new start.</li> </ul>  |
| SPREAD THE WORD | Pentecost a time to spread the Good News  | <ul style="list-style-type: none"> <li>• The importance of messages in daily life</li> <li>• The responsibility of passing on messages</li> <li>• The new life of Jesus</li> <li>• How the Holy Spirit helps Christians</li> <li>• Jesus has promised us new life</li> </ul>   |
| RULES           | Reasons for rules in the Christian family | <ul style="list-style-type: none"> <li>• The importance for ourselves and others of keeping rules.</li> <li>• How rules are necessary in life</li> <li>• How it is sometimes hard to say sorry</li> <li>• How it is sometimes hard to forgive others</li> <li>• The good feeling when people make up</li> <li>• The difference between doing something accidentally and on purpose.</li> <li>• The importance and helpfulness of examining your conscience every day.</li> <li>• A sorry prayer</li> </ul> |
| TREASURES       | God's treasure; the world                 | <ul style="list-style-type: none"> <li>• What we treasure</li> <li>• What treasures do we share?</li> <li>• We are God's treasure</li> <li>• How we thank God for the treasures of our world</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>• How we should treat the treasures of this earth</li> </ul> |
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| <i>Year 3</i>   |   |  |
| <b>HOMES</b>    | <i>God's vision for every family</i>                              | <ul style="list-style-type: none"> <li>• What makes a house a home</li> <li>• What makes home a special place for you</li> <li>• What makes a house a home</li> <li>• Why is family important</li> <li>• The respect of parents and children for one another</li> <li>• What do you like to do at home, on your own and as a family</li> <li>• What do people do for you at home, that makes you feel special</li> <li>• What is sometimes difficult about sharing and being part of a group at home</li> <li>• God's dream for every family</li> <li>• God is always there</li> </ul> |
| <b>PROMISES</b> | <i>The meaning of the commitment and promises made at Baptism</i> | <ul style="list-style-type: none"> <li>• What is good about being in a group</li> <li>• Why we have rules</li> <li>• The importance of making promises</li> <li>• How some promises are more difficult to keep than others</li> <li>• The link between the promises made the consequences of actions following the promise.</li> </ul>   |

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|                     |   | <ul style="list-style-type: none"> <li>• The role of parents and godparents in bringing up the child in the Faith</li> <li>• What it means to live a child of the Light</li> </ul>   |
| VISITORS            | The coming of Jesus                         | <ul style="list-style-type: none"> <li>• How we welcome visitors</li> <li>• How we feel as a visitor</li> <li>• The importance of preparing for visitors.</li> <li>• The joys and demands of visitors</li> </ul>   |
| JOURNEYS            | Christian family's journey with Jesus       | <ul style="list-style-type: none"> <li>• Each year has its special times and seasons</li> <li>• Life is a journey</li> <li>• Who is with you on the journey</li> <li>• What makes it good</li> <li>• difficulties times in the life's journey</li> <li>• What/who helps</li> <li>• How we help one another on the journey</li> </ul> |
| LISTENING & SHARING | Jesus gives himself to us in a special way  | <ul style="list-style-type: none"> <li>• The cost of sharing</li> <li>• The joys of sharing</li> <li>• The importance of listening well and sharing.</li> <li>• The joys and difficulties of listening and sharing</li> <li>• How feelings affect our own and others desire to listen and to share.</li> </ul>                       |
| GIVING ALL          | Lent a time to remember Jesus' total giving | <ul style="list-style-type: none"> <li>• Why people are brave and give themselves to others</li> <li>• The demands of total giving in terms of time and giving up something you what to do</li> <li>• How people give themselves to others</li> </ul>  |

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|                |  | <ul style="list-style-type: none"> <li>• Those in need and how we might help them.</li> <li>• Lent an opportunity for giving, growing in goodness.</li> <li>• Jesus' total giving</li> </ul>   |
| ENERGY         | Gifts of the Holy Spirit                             | <ul style="list-style-type: none"> <li>• The energy of wind and of fire.</li> <li>• The best use of power of wind and fire</li> <li>• The inspiration of the Holy Spirit</li> <li>• The power and energy of the Holy Spirit</li> <li>• The prayer to the Holy Spirit</li> <li>• The gifts of the Holy Spirit</li> <li>• Christians can use the gifts of the Holy Spirit to help others.</li> </ul> |
| CHOICES        | The importance of examination of conscience          | <ul style="list-style-type: none"> <li>• The meaning of choice and consequence</li> <li>• The importance of making good choices</li> <li>• What helps in making good choices</li> <li>• Consequences of choices</li> <li>• What it means to examine your conscience</li> <li>• How God is always forgiving</li> </ul>  |
| SPECIAL PLACES | Special places for Jesus and the Christian community | <ul style="list-style-type: none"> <li>• How places become special?</li> <li>• What makes a place special?</li> <li>• Special places for you and your family?</li> <li>• Why is our heart a special place?</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>• Keeping our world a special place?</li> <li>• Why do Christians want to keep the world a special place?</li> </ul> |
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| YEAR 4 |   |   |
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| PEOPLE | The family of God in Scripture                  | <ul style="list-style-type: none"> <li>• The importance of families</li> <li>• Family relationships</li> <li>• Respect for those who gave us life.</li> </ul>   |
| CALLED | Confirmation a time to renew baptismal promises | <ul style="list-style-type: none"> <li>• Our response to being chosen</li> <li>• What it feels like to be chosen</li> <li>• Why it is difficult to make a response in some situations</li> <li>• Giving up something else when you are chosen.</li> <li>• What help do you need to chose</li> <li>• The work of the Holy Spirit in our lives</li> <li>• The work of the Holy Spirit in the lives of Christians</li> <li>• What it is to live in the light of Christ</li> <li>• The commitment of people who respond to the call of God</li> </ul> |
| GIFT   | God's gift of love & friendship in Jesus        | <ul style="list-style-type: none"> <li>• What you value most about the gift of friendship</li> <li>• What you offer others in your friendship</li> <li>• Why the gift of love and friendship is important</li> </ul>  |

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|                    |   | <ul style="list-style-type: none"> <li>• The joys and demands of friendship</li> <li>• The commitment required by the gift of love and friendship.</li> </ul>  |
| COMMUNITY          | life in the local Christian community: ministries in the parish | <ul style="list-style-type: none"> <li>• The meaning of <i>community</i></li> <li>• The advantages of being part of a <i>community</i>?</li> <li>• What helps to build up <i>community</i></li> <li>• The demands of being part of a <i>community</i>?</li> <li>• Why people give time and service in helping others in their <i>community</i></li> <li>• The causes of a breakdown of a <i>community</i></li> <li>• How the parish <i>community</i> celebrates together and supports one another</li> </ul> |
| GIVING & RECEIVING | Living in communion   | <ul style="list-style-type: none"> <li>• Your experience of giving and receiving.</li> <li>• The importance of giving and receiving?</li> <li>• The joys and demands of giving and receiving?</li> <li>• Why it is important to live in communion</li> <li>• Ways in which we live and grow in communion.</li> <li>• How the Eucharist challenges and enables living and growing in communion?</li> </ul>  |
| SELF DISCIPLINE    | Celebrating growth to new life                                  | <ul style="list-style-type: none"> <li>• The experience of giving up something and be very disciplined for a good reason.</li> <li>• How to be self disciplined</li> <li>• How self-discipline helps people to grow and make the best use of their potential</li> </ul>  |

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|                         |   | <ul style="list-style-type: none"> <li>• Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.</li> </ul>  |
| <b>NEW LIFE</b>         | To hear & live the Easter message                           | <ul style="list-style-type: none"> <li>• What you do when life is difficult</li> <li>• The experience of good news bringing life and happiness.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul>  |
| <b>BUILDING BRIDGES</b> | Admitting wrong, being reconciled with God and one another. | <ul style="list-style-type: none"> <li>• What makes friendships strong</li> <li>• How decisions about friendship are informed by beliefs and values.</li> <li>• How friendships are built</li> <li>• How friendships may be restored when they have been broken</li> <li>• Sin and the importance of examining of your conscience</li> <li>• The greatest commandment, love of God and others</li> <li>• The meaning of contrition and of absolution</li> <li>• Forgiveness of others</li> </ul> |
| <b>GOD'S PEOPLE</b>     | Different saints show people what God is like.              | <ul style="list-style-type: none"> <li>• What makes a person do extraordinary things?</li> <li>• How ordinary people do extraordinary things.</li> <li>• The qualities you admire in others</li> <li>• How true happiness can be found</li> <li>• How you can do extraordinary things</li> </ul>   |

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**YEAR 5**

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| <p><b>OURSELVES</b></p>    | <p>Created in the image and likeness of God</p> | <ul style="list-style-type: none"> <li>• Talents and qualities you admire in others</li> <li>• Your own talents and qualities and how you use them</li> <li>• Identify qualities in anyone else</li> <li>• How talents and qualities are developed.</li> <li>• We are made in the likeness of God</li> <li>• What being unique means</li> <li>• God's love for us</li> <li>• How Christians are called to live in peace.</li> <li>• How people are made in God's image and likeness might live</li> </ul>  |
| <p><b>LIFE CHOICES</b></p> | <p>Marriage, commitment and service</p>         | <ul style="list-style-type: none"> <li>• The ingredients of a good friendship</li> <li>• What fidelity means and how it applies to friendship</li> <li>• Responsibilities friends have for one another</li> <li>• Difficulties and joys of friendships</li> <li>• What is important for friendship to thrive</li> <li>• What it feels like to have faithful friend</li> <li>• Jesus' advice about relationship?</li> <li>• The importance of fidelity, loyalty and commitment in maintaining a friendship</li> <li>• The importance of commitment and responsibility in relationships.</li> <li>• What is means to be committed</li> </ul> |

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|                    |  | <ul style="list-style-type: none"> <li>• The work of Christian service</li> <li>• The Sacrament of Marriage</li> <li>• The symbols of the promises and the blessing of rings</li> <li>• All are called to live in love and service</li> </ul>  |
| HOPE               | Advent; waiting in joyful hope for Jesus; the promised one | <ul style="list-style-type: none"> <li>• Your experience of waiting</li> <li>• How people wait in different ways, for different things.</li> <li>• Why waiting is a mystery</li> <li>• How you can best use the time you spend waiting and what might help you</li> <li>• What you think about when you are waiting for something exciting</li> <li>• How you behave when you are waiting</li> <li>• The difference between hope and expect</li> <li>• Why people wait with hope</li> <li>• The coming of Jesus at the end of time</li> <li>• Advent is a time of waiting hopefully</li> </ul> |
| MISSION            | Continuing Jesus' mission in diocese. [ecumenism]          | <ul style="list-style-type: none"> <li>• The demands and joys being dedicated in your mission</li> <li>• Discovering your mission?</li> <li>• What inspires people in their mission</li> <li>• The joys and demands of engaging in a mission</li> <li>• The reasons why people what to help others.</li> <li>• How people carry out Jesus' mission today</li> <li>• Jesus' prayer for unity</li> </ul>   |
| MEMORIAL SACRIFICE | The Eucharist; the living memorial of Jesus                | <ul style="list-style-type: none"> <li>• Why memories are important</li> <li>• How it is possible to keep important memories alive</li> </ul>  |

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|                                     |  | <ul style="list-style-type: none"> <li>• About sacrifice in daily life</li> </ul>   |
| <b>SACRIFICE</b>                    | Lent a time of giving in order to celebrate the sacrifice of Jesus | <ul style="list-style-type: none"> <li>• How you feel when you give</li> <li>• How you feel when you refuse to give.</li> <li>• The cost of giving.</li> <li>• How people decide whether or not to give</li> <li>• How those decisions are informed by beliefs and values</li> <li>• The costs or rewards of giving can be</li> <li>• That Lent is a season of giving to prepare for the Easter</li> </ul>  |
| <b>TRANSFORMATION</b>               | Celebration of the Spirit's transforming power                     | <ul style="list-style-type: none"> <li>• How people can use the energy of their minds for the good of others.</li> <li>• How people can use time and physical energy for the well being of others and why they should.</li> <li>• How energy can transform</li> <li>• How we can use our energy to transform ourselves</li> <li>• How we can use the energy from the earth's resources in a fair and sustainable way.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul> |
| <b>FREEDOM &amp; RESPONSIBILITY</b> | Commandments enable Christians to be free & responsible            | <ul style="list-style-type: none"> <li>• What freedom parents have a right to</li> <li>• What freedom children have a right to.</li> <li>• What is responsible and irresponsible behaviour.</li> <li>• How rules can bring freedom</li> <li>• How people know the boundaries that their personal freedom gives them.</li> <li>• How freedom and responsibility are linked.</li> </ul>   |

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|             |   | <ul style="list-style-type: none"> <li>• How people's perception of what their freedom allows may conflict with the expectation of others.</li> <li>• How importance of the Ten Commandments for Christians today.</li> <li>• How the Beatitudes show us a positive way of life.</li> <li>• Jesus teaching on the greatest commandments, love of God and others.</li> </ul>   |
| STEWARDSHIP | The Church is called to stewardship of Creation | <ul style="list-style-type: none"> <li>• What I really care about</li> <li>• Showing concern for what I care for</li> <li>• The meaning of stewardship</li> <li>• Understanding the wonders of God's creation</li> <li>• People are made in the image and likeness of God</li> <li>• Christians can be good stewards.</li> <li>• The Christian's responsibility to take care of, to be a steward of the earth</li> <li>• The importance of ecology</li> </ul> |

## YEAR 6

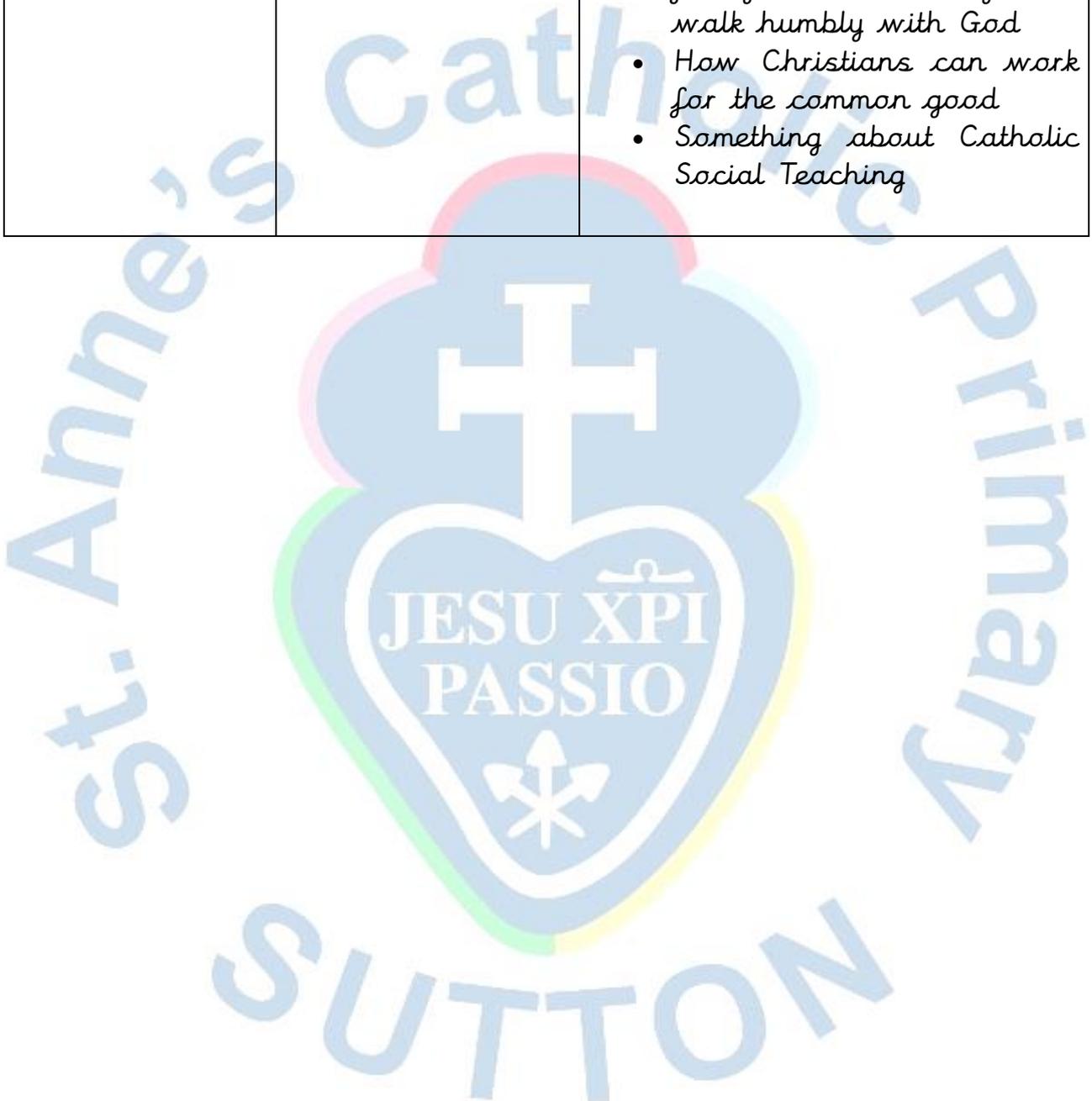
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| LOVING | God who never stops loving | <ul style="list-style-type: none"> <li>• What unconditional love means</li> <li>• How love is shown</li> <li>• How you are loved and cared for</li> <li>• What members of your family do for each other</li> <li>• How you show love to others</li> <li>• How people have inspired and influenced you to show unconditional love to others</li> </ul> |
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|                                       |  | <ul style="list-style-type: none"> <li>• What it means to be truly loving</li> <li>• How people show unconditional love to others</li> <li>• The beliefs and values which have inspired and influenced you to be loving?</li> <li>• The scripture text that demonstrate God's unconditional love for everyone even when times are hard.</li> <li>• The challenge these passages present to Christians.</li> <li>• The Beatitudes and their meaning for today.</li> <li>• God's unconditional love and what this means.</li> <li>• By living in God's way, as Jesus showed us, we can grow in love.</li> </ul> |
| <p><b>VOCATION AND COMMITMENT</b></p> | <p>The vocation of priesthood and religious life</p> | <ul style="list-style-type: none"> <li>• What it means to be committed?</li> <li>• Why people are committed?</li> <li>• The implications of lack of commitment</li> <li>• Whom shows commitment</li> <li>• How commitment affects the level of job satisfaction</li> </ul> <p>Responding to the call of Jesus</p> <p>Our mission in living out our baptismal vows</p>   |
| <p><b>EXPECTATIONS</b></p>            | <p>Jesus born to show God to the world</p>           | <ul style="list-style-type: none"> <li>• The expectations you have of yourself</li> <li>• Having high expectations of others</li> <li>• Trusting and believing in one another</li> </ul>  |

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|                  |  | <ul style="list-style-type: none"> <li>• What happens if you let people down or others let you down?</li> <li>• Patience is important in expectations</li> <li>• The difference between wishing and expecting.</li> <li>• The meaning of Advent</li> </ul>  |
| SOURCES          | The Bible, the special book for the Church     | <ul style="list-style-type: none"> <li>• The kind of books which are the most helpful</li> <li>• Our lives are enriched by books.</li> <li>• The wonder of books and how they take a person beyond themselves</li> <li>• The presence of God in the words of Scripture</li> <li>• The care and reverence with which the Word of God is treated</li> </ul>   |
| UNITY            | Eucharist enables people to live in communion. | <ul style="list-style-type: none"> <li>• Why friendships are important</li> <li>• The most important value in friendship</li> <li>• What helps a friendship to flourish</li> <li>• The kinds of behaviour that break a friendship</li> <li>• Those affected when a friendship is broken</li> <li>• Mending broken friendships</li> <li>• Becoming one with Christ and one another in Holy Communion</li> <li>• The unity which Holy Communion brings</li> </ul> |
| DEATH & NEW LIFE | Celebrating Jesus' death and resurrection      | <ul style="list-style-type: none"> <li>• The affect of loss in everyday life</li> <li>• The change it brought</li> <li>• What remained the same</li> </ul>  |

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|                    |  | <ul style="list-style-type: none"> <li>• What is the best way to cope with loss</li> <li>• How people cope with loss and death</li> <li>• How death brings new life</li> <li>• Lent, a time to remember the suffering and death of Jesus</li> </ul>  |
| <b>WITNESSES</b>   | The Holy Spirit enables people to become witnesses | <ul style="list-style-type: none"> <li>• When to be a witness</li> <li>• How to be a witness</li> <li>• Why it sometimes needs courage to be a witness</li> <li>• Examples of modern witnesses</li> <li>• The witness of a local charity,</li> </ul>   |
| <b>HEALING</b>     | Sacrament of the Sick                              | <p>Showing compassion and care for those who are ill<br/>Our attitude towards those people are ill in their minds<br/>Helping, caring and understanding those with a learning disability.</p> <ul style="list-style-type: none"> <li>• What gives a person comfort when they are very ill</li> <li>• Why people give time and commitment to caring for others</li> <li>• Why we care for the sick</li> <li>• The Sacrament of Anointing brings comfort to those who are sick</li> <li>• The Christian responsibility for caring for these in need</li> </ul> |
| <b>COMMON GOOD</b> | Work of Christians for the good of all             | <p>How we build a fair and just world</p> <p>The difference between fairness and justice, unfairness and injustice</p>   |

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|  |  | <p>Helping to promote the dignity and common good of one another</p> <p>Beatitudes; a guide from Jesus about how to live life.</p> <ul style="list-style-type: none"> <li>• The ways we can act justly, love tenderly and walk humbly with God</li> <li>• How Christians can work for the common good</li> <li>• Something about Catholic Social Teaching</li> </ul> |
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## Appendix 4

### *Statutory Science Curriculum*

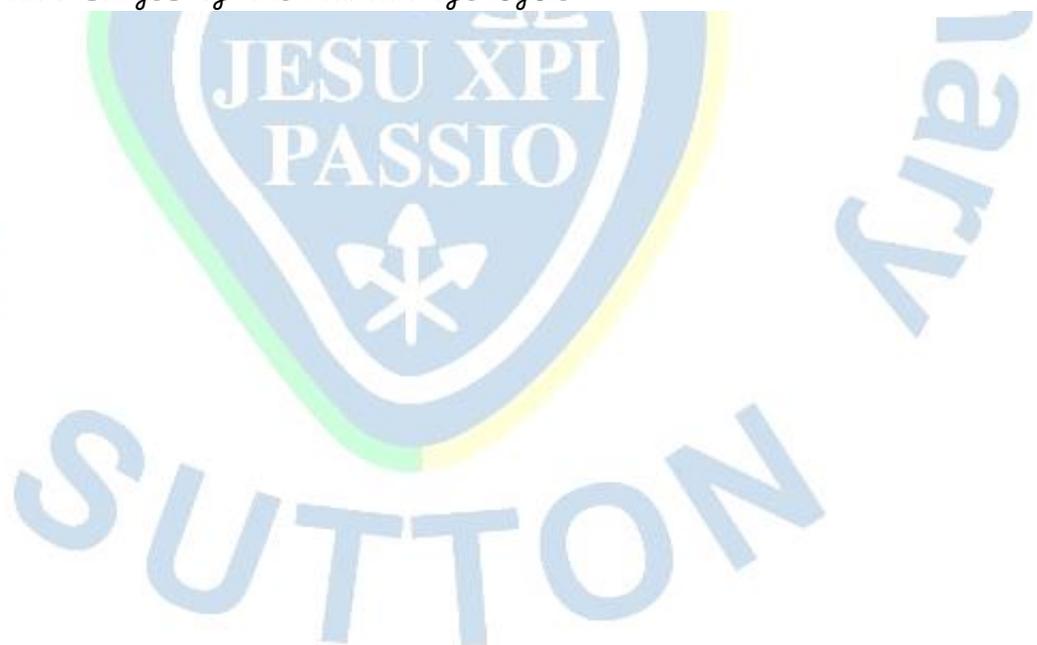
*Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.*

#### *In Key Stage 1 children learn:*

- That animals, including humans, move, feed, grow and use their senses and reproduce*
- To recognise and compare the main external parts of the bodies of humans*
- That humans and animals can reproduce offspring and these grow into adults*
- To recognise similarities and differences between themselves and others*
- To treat others with sensitivity*

#### *In Key Stage 2 children learn:*

- That the life processes common to humans and other animals including nutrition, growth and reproduction*
- About the main stages of the human life cycle*



# Appendix 5 Personal Development Curriculum Maps

## Personal Development Curriculum Map: Nursery

 \*identifies opportunities for teaching & learning Safeguarding principles



| Curriculum subject               | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|----------------------------------|---|---|--|---|---|---|
| RE                               | Myself & Welcome   | Diwali & Hannukah Birthday  | Celebrating  | Gathering & Growing   | Good News    | Friends & Our World                            |
| RSHE                             | Social & Emotional To recognise the joy of being a special person in my family.  |   | Physical To recognise that we are all different and unique.  |   | Spiritual To celebrate the joy of being a special person in God's family.  |   |
| PSHE                             | Being me in my world: Self-Identity    | Celebrating difference - families & friends   | Dreams and goals - challenges & perseverance   |   | Healthy Me - exercise, healthy food, keeping clean, safety                 |   |
| SMSC                             | Social   | Cultural   | Moral   | Spiritual   | Spiritual   | Moral    |
| British Values                   | Rule of Law    | Mutual Respect  | Tolerance   | Democracy   | Individual Liberty  | Mutual Respect                                 |
| Understanding the world          | My history & my immediate family Diwali & Hanukah                               |   | History through Nursery Rhymes Rain, ice & water Plants  |   | Food The Beach    |   |
| Literacy                         | Dear Zoo The Family book Goldilocks & the three bears                          |   | We're going on a bear hunt Oi! Get off our train        |   | Handa's Surprise You be You   |   |
| Expressive Arts and Design       | Drawing & colour: Joan Mitchell   | Exploring media: manipulating clay  | Food based exploration                                  |   | Printing & Pointillism  | Natural art                                  |
| Physical Development Fine motor  | Playdough - pinching, pushing, squeezing                                       | Whole hand grasp - using tweezers & tools   | Threading   | Cutting skills - using scissors & cutlery   | Daugh Disco   | Following patterns  |
| Physical Development Gross Motor | Fairy tales: Ball specific skills   | Winter wonderland Fundamental movement skills  | Family: Ball skills & playing as part of a group        | Jobs we do: health & well being awareness  | On the farm: combining moves with ease & fluency  | Playtime: safely using a range of apparatus  |
| My Happy Mind                    | Meet your brain   |   | Celebrate  | Appreciate  | Relate  | Engage  |

# Personal Development Curriculum Map: Reception



\*identifies opportunities for teaching & learning Safeguarding principles

| Curriculum subject                       | Autumn 1   | Autumn 2                                       | Spring 1  | Spring 2                                  | Summer 1   | Summer 2                                    |
|--|--|--|---|---|--|---|
| RE                                       | Myself & Welcome   | Diwali & Hannukah Birthday                     | Celebrating   | Gathering & Growing                       | Good News  | Friends & Our World                         |
| RSHE                                     | <b>Social &amp; Emotional</b> To recognise the joy of being a special person in my family.     |  | <b>Physical</b> To recognise that we are all different and unique.                                    |   | <b>Spiritual</b> To celebrate the joy of being a special person in God's family.                     |   |
| PSHE                                     | Being me in my world: Self-Identity  | Celebrating differences - families & friends   | Dreams and goals - challenges & perseverance  |   | Healthy Me - exercise, healthy food, keeping clean, safety   |   |
| SMSC                                     | Social   | Cultural                                       | Moral   | Spiritual                                 | Spiritual  | Moral                                       |
| British Values                           | Rule of Law  | Mutual Respect                                 | Tolerance   | Democracy                                 | Individual Liberty   | Mutual Respect                              |
| Understanding the world                  | My extended family<br>Changes within my lifetime<br>Seasonal changes                           |  | History through Nursery rhyme:<br>London's burning & Polly put the kettle on<br>Snow & melting, Space |   | A significant person in history: Neil Armstrong<br>Around the world<br>Our body, the beach & insects |   |
| Literacy                                 | The Family book<br>The tiger who came to tea<br>The Three Little Pigs & an alternative version |  | Whatever Next!<br>Aliens love underpants  |   | Ruby's Worry<br>Rainbow Fish   |   |
| Expressive Arts and Design               | Drawing & Colour   | Exploring media: clay                          | Food based exploration & cooking  |   | Printing: Pointillism  | Natural art                                 |
| Physical Development: Fine motor skills  | Playdough - pinching, pushing, squeezing   | Whole hand grasp - using tweezers & tools      | Threading   | Cutting skills - using scissors & cutlery | Dough Disco  | Following patterns                          |
| Physical Development: gross motor skills | Fairy tales: Ball specific skills  | Winter wonderland: Fundamental movement skills | Family: Ball skills & playing as part of a group  | Jobs we do: health & well being awareness | On the farm: combining moves with ease & fluency   | Playtime: safely using a range of apparatus |
| My Happy Mind                            | Meet your brain  |  | Celebrate   | Appreciate                                | Relate   | Engage                                      |

# Personal Development Curriculum Map: Year 1



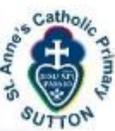
\*identifies opportunities for teaching & learning Safeguarding principles

| Curriculum subject | Autumn 1  | Autumn 2   | Spring 1   | Spring 2                      | Summer 1  | Summer 2           |
|--------------------|---|--|--|-------------------------------|---|--------------------|
| RE                 | Beginnings<br>Signs & Symbols   | Hinduism &<br>Judaism<br>Preparation   | Books  | Thanksgiving<br>Opportunities | Spread the word<br>   | Rules<br>Treasures |
| RSHE               | <b>Social &amp; Emotional</b> To recognise the signs that I am loved in my family.                            |  | <b>Physical</b> To recognise how I am cared for and kept safe in my family.                          |                               | <b>Spiritual</b> celebrate ways that God loves and cares for us.  |                    |
| PSHE               | <b>Being me in my world:</b> feeling special & safe, rights & responsibilities                                | <b>Celebrating difference:</b> Similarities & differences Understanding bullying | <b>Dreams and goals</b> - setting goals, celebrating achievement, identifying & overcoming obstacles |                               | <b>Healthy Me</b> - healthier lifestyle choices, being safe, medicine safety, road safety, health & happiness |                    |
| SMSC               | Social  | Cultural   | Moral  | Spiritual                     | Spiritual   | Moral              |
| British Values     | Rule of Law   | Mutual Respect   | Tolerance  | Democracy                     | Individual Liberty  | Mutual Respect     |
| Science            | <b>Animals including humans</b><br>Notice that animals, including humans have offspring that grow into adults |  |  |                               | <b>Living things and their habitats</b><br>Explore & compare differences.                                     |                    |
| English            | The Train Ride, The Queen's Hat, Ginger Bread Man, Little Red Riding Hood, Last stop on Market Street         |  | Man on the moon, The Way back home, Beegu, Bog Baby, Bears don't read                                |                               | The Highway Rat, Snail & the whale, Zag & the flying doctors, The Magic Paintbrush, Quill Soup                |                    |
| DT                 | <b>Food</b> - preparing fruit and vegetables  |  |  |                               |   |                    |
| PE                 | Ball skills<br>Kick Rounders  | Hockey<br>Dance - Tango  | Gymnastics<br>Bat & Ball skills  | Team games 1<br>Tennis        | Team games 2<br>Golf  | Athletics          |
| Computing          | Technology outside school   |  | Online Safety  |                               |   |                    |
| My Happy Mind      | Meet your brain   |  | Celebrate  | Appreciate                    | Relate  | Engage             |

# Personal Development Curriculum Map: Year 2



\*identifies opportunities for teaching & learning Safeguarding principles



| Curriculum subject | Autumn 1   | Autumn 2  | Spring 1  | Spring 2                   | Summer 1   | Summer 2        |
|--------------------|--|---|---|----------------------------|--|-----------------|
| RE                 | Beginnings<br>Signs & Symbols  | Hinduism & Judaism<br>Preparation   | Books   | Thanksgiving Opportunities | Spread the word  | Rules Treasures |
| RSHE               | <b>Social &amp; Emotional</b> To recognise the joy of friendship of belonging to a diverse community.  |   | <b>Physical</b> To describe ways of being safe in communities.  |                            | <b>Spiritual</b> To celebrate ways of meeting God in our communities.                        |                 |
| PSHE               | <b>Being me in my world:</b> hopes & fears for the year, rights & responsibilities, recognising feelings   | <b>Celebrating difference:</b> assumptions & stereotypes about gender, understanding bullying | <b>Dreams and goals</b> - achieving realistic goals, learning strengths, contributing to and sharing success. |                            | <b>Healthy Me</b> - motivation, healthier choices, relaxation, healthy eating & nutrition    |                 |
| SMSC               | Social   | Cultural  | Moral   | Spiritual                  | Spiritual  | Moral           |
| British Values     | Rule of Law  | Mutual Respect  | Tolerance   | Democracy                  | Individual Liberty   | Mutual Respect  |
| Science            | <b>Animals including humans</b><br>Basic needs of animals for survival, naming & labelling body parts, the importance of exercise, different types of food & hygiene |   |   |                            | <b>Living things and their habitats</b><br>Habitats and basic needs.<br>Food chains          |                 |
| English            | The great big book of families<br>Just because   |   | Stardust, The first sledge, The Odd Egg,<br>Blown Away  |                            | Amazing Grace, My name is not<br>Refugee, Lila and the secret of rain<br>Letters from Africa |                 |
| DT                 | <b>Food</b> - preparing fruit and vegetables   |   |   |                            |  |                 |
| PE                 | Ball skills<br>Kick Rounders   | Hockey<br>Dance - Tango   | Gymnastics<br>Bat & Ball skills   | Team Games 1<br>Tennis     | Team games 2<br>Golf   | Athletics       |
| Computing          | Effective searching  |   | Online safety   |                            | Online Safety  |                 |
| My Happy Mind      | Meet your brain  |   | Celebrate   | Appreciate                 | Relate   | Engage          |

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# Personal Development Curriculum Map: Year 3



\*identifies opportunities for teaching & learning Safeguarding principles



| Curriculum subject | Autumn 1   | Autumn 2  | Spring 1  | Spring 2                              | Summer 1   | Summer 2                         |
|--------------------|--|---|---|---------------------------------------|--|----------------------------------|
| RE                 | People Called  | Hinduism & Judaism Gift   | Community   | Giving & receiving<br>Self-discipline | New Life   | God's people<br>Building bridges |
| RSHE               | <b>Social &amp; Emotional</b> To describe and give reasons how friendships make us feel happy and safe.  |   | <b>Physical</b> To describe and give reasons why friendships break down, how they can be repaired and strengthened.   |                                       | <b>Spiritual</b> To celebrate the joy and happiness of living in friendship with God and others.   |                                  |
| PSHE               | <b>Being me in my world:</b> self-identity & worth, rules, rights, responsibilities, responsible choices | <b>Celebrating difference:</b> families & their differences, bullying | <b>Dreams and goals</b> - difficult challenges & achieving success, managing feelings, overcoming obstacles, evaluating learning processes, simple budgeting. |                                       | <b>Healthy Me</b> - exercise, fitness challenges, food labelling & healthy swaps, attitudes towards drugs, keeping safe on & offline, respect for myself, healthy & safe choices |                                  |
| SMSC               | Social   | Cultural  | Moral   | Spiritual                             | Spiritual  | Moral                            |
| British Values     | Rule of Law  | Mutual Respect  | Tolerance   | Democracy                             | Individual Liberty   | Mutual Respect                   |
| Science            |  |   | <b>Living things &amp; their habitats</b><br>Grouping living things in a variety of ways.   |                                       | <b>Animals including humans</b><br>The skeleton and muscle system, functions of teeth, food chains.  |                                  |
| English            | Oliver - Birgitta Sif<br>This is our house - Michael Rosen   |   | Two Monsters - David McKee<br>The Hueys in the new jumper - Oliver Jeffers<br>The Thing - Simon Pultock   |                                       | Jamal's journey - Michael Foreman<br>Azei in between - Sarah Garland<br>The Proudest Blue - Ibtihaj Muhammed   |                                  |
| DT                 | <b>Food</b> - healthy and varied diet  |   |   |                                       |  |                                  |
| PE                 | Football<br>Rounders   | Hockey<br>Dance - Bollywood   | Gymnastics<br>Tag Rugby   | Tennis<br>Netball                     | Cricket<br>Outdoor adventure   | Athletics                        |
| Computing          | E-mail   |   | Online safety   |                                       | Coding   |                                  |
| My Happy Mind      | Meet your brain  |   | Celebrate   | Appreciate                            | Relate   | Engage                           |

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# Personal Development Curriculum Map: Year 4



\*identifies opportunities for teaching & learning Safeguarding principles



| Curriculum subject | Autumn 1   | Autumn 2  | Spring 1  | Spring 2                             | Summer 1  | Summer 2                        |
|--------------------|--|---|---|--------------------------------------|---|---------------------------------|
| RE                 | People Called  | Hinduism & Judaism Gift   | ● Community   | ● Giving & receiving Self-discipline | New Life  | ● God's people Building bridges |
| RSHE               | ● <b>Social &amp; Emotional</b> To describe how we all should be accepted and respected.   |   | ● <b>Physical</b> To describe how we should treat others making links with the diverse modern society we live in.                                     |                                      | ● <b>Spiritual</b> To celebrate the uniqueness and innate beauty of each of us.   |                                 |
| PSHE               | ● <b>Being me in my world:</b> being part of a team, being a school citizen, rights & responsibilities, rewards & consequences         | ● <b>Celebrating difference:</b> challenging assumptions, judging by appearance, understanding influences & bullying, | ● <b>Dreams and goals -</b> overcoming disappointment, achieving goals, working in a group, celebrating contributions, resilience, positive attitudes |                                      | ● <b>Healthy Me -</b> Healthier friendships, group dynamics, smoking, alcohol, peer pressure, celebrating inner strength                            |                                 |
| SMSC               | ● Social   | ● Cultural  | ● Moral   | Spiritual                            | Spiritual   | ● Moral                         |
| British Values     | ● Rule of Law  | ● Mutual Respect  | ● Tolerance   | Democracy                            | Individual Liberty  | ● Mutual Respect                |
| Science            |  |   | ● <b>Living things &amp; their habitats</b> Recognise that environments can change & pose dangers to living things.                                   |                                      | ● <b>Animals including humans</b> Nutrition The digestive system  |                                 |
| English            | Voices in the park - Anthony Brown<br>Blackberry Blue - Jamila Gavin<br>Dogs don't do ballet - Anna Kemp<br>I go quiet - David Ollimet |   | The Lost thing - Shaun Tan<br>The flower - John Light<br>The way back home Oliver Jeffers<br>Red: a crayon's story - Michael Hall                     |                                      | The whistling monster: Stories from around the world - Jamila Gavin<br>Greta & the giants - Zoe Tucker<br>Oranges in No-mans land - Elizabeth Laird |                                 |
| DT                 | ● <b>Food - healthy and varied diet</b>  |   |   |                                      |   |                                 |
| PE                 | Football Rounders  | Hockey Dance - Bollywood  | Gymnastics Tag Rugby  | Tennis Netball                       | Cricket Outdoor adventure   | Athletics                       |
| Computing          | ● Effective searching  |   | ● Online safety   |                                      | ● Coding  |                                 |
| My Happy Mind      | Meet your brain  |   | Celebrate   | Appreciate                           | Relate  | Engage                          |

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# Personal Development Curriculum Map: Year 5



\*identifies opportunities for teaching & learning Safeguarding principles

| Curriculum subject | Autumn 1  | Autumn 2  | Spring 1   | Spring 2                 | Summer 1  | Summer 2              |
|--------------------|---|---|--|--------------------------|---|-----------------------|
| RE                 | ● Loving Vocation & Commitment  | Hinduism & Judaism Expectations   | Sources  | ● Unity Death & New Life | Witnesses   | ● Common Good Healing |
| RSHE               | ● <b>Social &amp; Emotional</b> To show knowledge and understanding of emotional relationship changes as we grow and develop. |   | ● <b>Physical</b> To show knowledge and understanding of the physical changes in puberty.  |                          | ● <b>Spiritual</b> To celebrate the joy of growing physically and spiritually.  |                       |
| PSHE               | ● <b>Being me in my world:</b> being a citizen, rights & responsibilities, democracy, having a voice                          | ● <b>Celebrating difference:</b> cultural differences & how they can cause conflict, types of bullying, enjoying & respecting other cultures. | ● <b>Dreams and goals -</b> Future dreams, the importance of money, jobs & careers, goals in different cultures, supporting others (charity), motivation |                          | ● <b>Healthy Me -</b> Smoking (including vaping), alcohol, anti-social behaviour, emergency aid, body image, relationships with food, healthy choices   |                       |
| SMSC               | ● Social  | ● Cultural  | ● Moral  | Spiritual                | Spiritual   | ● Moral               |
| British Values     | ● Rule of Law   | ● Mutual Respect  | ● Tolerance  | ● Democracy              | Individual Liberty  | ● Mutual Respect      |
| Science            |   |   |  |                          | ● <b>Living things &amp; their habitats:</b> Life cycles & classification<br><b>Animals including humans:</b> Changes as humans develop<br>Nutrition<br><b>Evolution &amp; inheritance:</b> Living things produce offspring |                       |
| English            | How to heal a broken wing<br>The artist who painted a blue horse<br>Boy at the back of the class<br>The red tree              |   | ● Gorilla<br>Varmints<br>Danger is everywhere: a handbook for avoiding danger  |                          | ● Rose Blanche<br>I believe in unicorns<br>The journey<br>Way home<br>Nelson Mandela - a long walk to freedom<br>Where the poppies grow<br>No Ballet shoes in Syria<br>Rebound  |                       |
| DT                 | ● <b>Food - celebrating culture &amp; seasonality</b>   |   |  |                          |   |                       |
| PE                 | Football Rounders   | Hockey<br>Dance - African   | Gymnastics<br>Tag Rugby  | Tennis<br>Netball        | Cricket<br>Swimming   | Athletics             |
| Computing          | ● Blogging & Networks   |   | ● Online safety  |                          | ● Coding  |                       |
| My Happy Mind      | Meet your brain   |   | Celebrate  | Appreciate               | Relate  | Engage                |

# Personal Development Curriculum Map: Year 6



\*identifies opportunities for teaching & learning Safeguarding principles



| Curriculum subject | Autumn 1  | Autumn 2  | Spring 1  | Spring 2               | Summer 1  | Summer 2            |
|--------------------|---|---|---|------------------------|---|---------------------|
| RE                 | Loving Vocation & Commitment  | Hinduism & Judaism Expectations   | Sources   | Unity Death & New Life | Witnesses   | Common Good Healing |
| RSHE               | <b>Social &amp; Emotional</b> To develop a secure understanding that stable and caring relationships, which may be of difference types, are at the heart of happy families. |   | <b>Physical</b> To explain how human life is conceived.   |                        | <b>Spiritual</b> To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.                          |                     |
| PSHE               | <b>Being me in my world:</b> global citizenship, universal rights, democracy, anti-social behaviour   | <b>Celebrating difference:</b> perceptions of normality, understanding disability, understanding bullying, inclusion/exclusion, differences as conflict & celebrations, empathy | <b>Dreams and goals -</b> Personal learning goals in & out of school, emotions in success, making a difference in the world, motivation, recognising achievements |                        | <b>Healthy Me -</b> Taking personal responsibility, how substances affect the body, exploitation including 'county lines' & gang culture, emotional & mental health, managing stress  |                     |
| SMSC               | Social  | Cultural  | Moral   | Spiritual              | Spiritual   | Moral               |
| British Values     | Rule of Law   | Mutual Respect  | Tolerance   | Democracy              | Individual Liberty  | Mutual Respect      |
| Science            |   |   |   |                        | <b>Living things &amp; their habitats:</b> Life processes & reproduction<br><b>Animals including humans:</b> Circulatory system, impact of diet, exercise & drugs<br><b>Evolution &amp; inheritance:</b> Adaptation & evolution |                     |
| English            | My Princess boy<br>Wonder   |   | A monster calls<br>The island<br>Rooflopers   |                        | Kick<br>The firework maker's daughter<br>Letters from the lighthouse<br>Cicada<br>The arrival<br>Dreams of freedom<br>I am Malala   |                     |
| DT                 | Food - celebrating culture & seasonality  |   |   |                        |   |                     |
| PE                 | Football<br>Swimming  | Hockey<br>Dance - Haka  | Gymnastics<br>Tag Rugby   | Tennis<br>Netball      | Cricket<br>Outdoor adventure  | Athletics           |
| Computing          | Blogging & Networks   |   | Online safety   |                        | Coding  |                     |
| My Happy Mind      | Meet your brain   |   | Celebrate   | Appreciate             | Relate  | Engage              |

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Appendix 6: RSHE Knowledge Organisers

RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|               |                      |                           |  |
|---------------|----------------------|---------------------------|--|
| <b>Year:</b>  | EYFS                 | <b>Aim</b>                | To explore the wonder of being special and unique.           |
| <b>Strand</b> | Social and emotional | <b>Learning intention</b> | To recognise the joy of being a special person in my family. |

| What should I already know? | What will I learn?  |
|-----------------------------|---|
| My name and my family name. | Why you are special to your family.<br>How you know you are special.<br>Explore what you love and enjoy about belonging to your family.<br>People you could ask for help if you felt worried.<br>How God shows love to you and your family. |

| Key words I will need to understand:  | Key skills I will need to use:                            | Songs I will hear during reflection time: |           |                              |         |                               |         |                             |        |  |         |   |  |  |
|---|---|---|-----------|------------------------------|---------|-------------------------------|---------|-----------------------------|--------|--|---------|---|--|--|
| <table border="1"> <tr> <td>unique</td> <td>Being the only one of its kind.</td> </tr> <tr> <td>belonging</td> <td>A member or part of a group.</td> </tr> <tr> <td>Special</td> <td>Different from what is usual.</td> </tr> <tr> <td>Worried</td> <td>A feeling of being anxious.</td> </tr> <tr> <td>Family</td> <td>A group of people related to each other.</td> </tr> <tr> <td>Baptism</td> <td>A sacrament where we are welcomed into the family of God.</td> </tr> </table> | unique  | Being the only one of its kind.           | belonging | A member or part of a group. | Special | Different from what is usual. | Worried | A feeling of being anxious. | Family | A group of people related to each other. | Baptism | A sacrament where we are welcomed into the family of God. |  |  |
| unique  | Being the only one of its kind.                           |   |           |                              |         |                               |         |                             |        |  |         |   |  |  |
| belonging   | A member or part of a group.                              |   |           |                              |         |                               |         |                             |        |  |         |   |  |  |
| Special   | Different from what is usual.                             |   |           |                              |         |                               |         |                             |        |  |         |   |  |  |
| Worried   | A feeling of being anxious.                               |   |           |                              |         |                               |         |                             |        |  |         |   |  |  |
| Family  | A group of people related to each other.                  |   |           |                              |         |                               |         |                             |        |  |         |   |  |  |
| Baptism   | A sacrament where we are welcomed into the family of God. |   |           |                              |         |                               |         |                             |        |  |         |   |  |  |

| Scripture and prayers that we will use:   | Images I may see: |
|---|-------------------|
| <p>Let us always meet each other with a smile, for the smile is the beginning of love.</p> <p>Mother Teresa</p> |                   |

# RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|               |          |                           |  |
|---------------|----------|---------------------------|--|
| <b>Year:</b>  | EYFS     | <b>Aim</b>                | To explore the wonder of being special and unique. |
| <b>Strand</b> | Physical | <b>Learning intention</b> | To recognise that we are all different and unique. |

| What should I already know?                     | What will I learn?  |
|---|---|
| The joy of being a special person in my family. | <p>How we are different from each other.</p> <p>What it is that makes us all different.</p> <p>Why God made us all different and special to him.</p> <p>How we can be friendly to each other; making and keeping friends, showing care and being generous when we are together.</p> |

| Key words I will need to understand:   | Key skills I will need to use:   | Songs I will hear during reflection time: |           |                               |         |                              |         |  |          |  |         |                     |  |  |
|--|--|---|-----------|-------------------------------|---------|------------------------------|---------|--|----------|--|---------|---------------------|--|--|
| <table border="1"> <tr> <td>unique</td> <td>Being the only one of its kind.</td> </tr> <tr> <td>different</td> <td>Things that are not the same.</td> </tr> <tr> <td>special</td> <td>A quality that is treasured.</td> </tr> <tr> <td>friends</td> <td>People who we have a relationship with who aren't members of our family.</td> </tr> <tr> <td>generous</td> <td>How we give ourselves; time and sharing.</td> </tr> <tr> <td>worried</td> <td>A negative feeling.</td> </tr> </table> | unique   | Being the only one of its kind.           | different | Things that are not the same. | special | A quality that is treasured. | friends | People who we have a relationship with who aren't members of our family. | generous | How we give ourselves; time and sharing. | worried | A negative feeling. |  |  |
| unique   | Being the only one of its kind.  |   |           |                               |         |                              |         |  |          |  |         |                     |  |  |
| different  | Things that are not the same.  |   |           |                               |         |                              |         |  |          |  |         |                     |  |  |
| special  | A quality that is treasured.   |   |           |                               |         |                              |         |  |          |  |         |                     |  |  |
| friends  | People who we have a relationship with who aren't members of our family. |   |           |                               |         |                              |         |  |          |  |         |                     |  |  |
| generous   | How we give ourselves; time and sharing.                                 |   |           |                               |         |                              |         |  |          |  |         |                     |  |  |
| worried  | A negative feeling.  |   |           |                               |         |                              |         |  |          |  |         |                     |  |  |

| Scripture and prayers that we will use:  | Images I may see: |
|--|-------------------|
| <p>Loving God,<br/>thank you for making me special and unique,<br/>with my own name.<br/>Bless my family and friends.<br/>Amen</p> |                   |

## RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|               |           |                           |   |
|---------------|-----------|---------------------------|---|
| <b>Year:</b>  | EYFS      | <b>Aim</b>                | To explore the wonder of being special and unique.              |
| <b>Strand</b> | Spiritual | <b>Learning intention</b> | To celebrate the joy of being a special person in God's family. |

| <i>What should I already know?</i>   | <i>What will I learn?</i>   |
|--------------------------------------|---|
| That we are all different and unique | How we celebrate with each other.<br>What we can remember about happy celebrations in our family.<br>What church celebrations we enjoy.<br>How we can celebrate being a special part of God's family. |

| <i>Key words I will need to understand:</i> |   | <i>Key skills I will need to use:</i> | <i>Songs I will hear during reflection time:</i> |
|---|---|---------------------------------------|--|
| unique                                      | Being the only one of its kind                    |                                       |  |
| belonging                                   | To have a feeling of being part of a group.       |                                       |  |
| Baptism                                     | A sacrament to welcome us into the family of God. |                                       |  |
| celebrate                                   | To rejoice in a special occasion.                 |                                       |  |

| <i>Scripture and prayers that we will use:</i>   | <i>Images I may see:</i>   |
|--|--|
| <p>Loving Father,<br/>Thank you for each member of my family<br/>And for all my friends.<br/>Thank you for making each of us<br/>Special and uniquely loved by you.<br/>Amen</p> | <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>"The child is the beauty of God present in the world, that greatest gift to a family."</p> </div> </div> <div style="margin-top: 10px;"> <p><b>You Are Unique</b></p> <p>He could've made two—<br/>Another just like you.<br/>But, then, He took<br/>A second thought,<br/>And said, 'Just one would do.'</p> <p>And so, for your loveliness—<br/>Your uniqueness too—</p> <p>There is no other<br/>Quite like you.<br/>There's just no other quite like you.</p> </div> |

# RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|               |                      |                           |  |
|---------------|----------------------|---------------------------|--|
| <b>Year:</b>  | 1                    | <b>Aim</b>                | To focus on families and specially growing up in a loving, secure and stable home. |
| <b>Strand</b> | Social and emotional | <b>Learning intention</b> | To recognise the signs that I am loved in my family.                               |

| What should I already know? | What will I learn?  |
|-----------------------------|---|
| I am special and unique.    | How love is shown in your family. Why the words 'please', 'thank you' and 'sorry' are important to help create a happy family. How saying sorry can help build bridges, keep us safe and help us to build a happy family and mend broken friendships. Why teasing and bullying are wrong and unacceptable within families and friendships. Why we should always tell the truth. |

| Key words I will need to understand: |  | Key skills I will need to use: | Songs I will hear during reflection time: |
|--------------------------------------|--|--------------------------------|---|
| respect                              | A feeling of admiration for another person.        |                                |   |
| Teasing                              | Making fun of someone.                             |                                |   |
| bullying                             | Ongoing negative behaviour towards another person. |                                |   |
| unacceptable                         | Not satisfactory or allowed.                       |                                |   |
| important                            | Something that is valuable.                        |                                |   |
| wrong                                | Unjust or dishonest.                               |                                |   |

| Scripture and prayers that we will use:   | Images I may see:   |
|---|---|
| <p>We shall never know all the good that a simple smile can do.</p> <p>— Mother Teresa —</p> <p>AZ QUOTES</p> | <p>"The family is the place where parents become their children's first teachers in the faith."</p> <p>—Pope Francis<br/>Amoris Laetitia, par. 18<br/>(On Love in the Family)</p> |

## RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|                |          |                            |  |
|----------------|----------|----------------------------|--|
| <b>Year:</b>   | 1        | <b>Aim:</b>                | To focus on families and specially growing up in a loving, secure and stable home. |
| <b>Strand:</b> | Physical | <b>Learning intention:</b> | To recognise how I am cared for and kept safe in my family.                        |

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| What should I already know?             | What will I learn?  |
|---|---|
| The signs that I am loved in my family. | Who is in my family and how families show love and care for one another.<br>What are some of the characteristics of a happy family?<br>How we should act with adults who are not in our family and that we do not know.<br>In what ways are we made in the image and likeness of God.<br>How our family helps keep us healthy, including physical, mental and spiritual health. |

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| Key words I will need to understand: |   | Key skills I will need to use: | Songs I will hear during reflection time: |
|--------------------------------------|---|--------------------------------|---|
| healthy                              | To be free from illness                 |                                |   |
| safe                                 | To be free from harm                    |                                |   |
| boundaries                           | Rules that we keep so that we are safe. |                                |   |
| Names of body parts                  | Penis, vagina, bottom, breasts          |                                |   |

| Scripture and prayers that we will use:  | Images I may see:  |
|--|--|
| Loving Father,<br>Thank you for my mum, dad, brothers and sisters<br>Who all love and care for me.<br>You love me so much that you have my name<br>Carved on the palm of your hand.<br>Amen<br>Isaiah 49: 16 | <p style="text-align: right; font-size: small;">- Pope Francis<br/>Philippines, 2015</p> |

## RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|               |           |                           |  |
|---------------|-----------|---------------------------|--|
| <b>Year:</b>  | 1         | <b>Aim</b>                | To focus on families and specially growing up in a loving, secure and stable home. |
| <b>Strand</b> | Spiritual | <b>Learning intention</b> | To celebrate ways that God loves and cares for us.                                 |

| What should I already know?                    | What will I learn?   |
|--|--|
| How I am cared for and kept safe in my family. | <p>How can we and how have we grown in love and security in our families.</p> <p>How have we and how can we show love to our families.</p> <p>How we know that we are loved and cared for by God.</p> <p>Through the story of the Last Sheep, I will learn how God shows love and care for us each day in our families and school community.</p> <p>How we can thank God for his unconditional love.</p> |

| Key words I will need to understand: |                        | Key skills I will need to use: | Songs I will hear during reflection time: |
|--------------------------------------|------------------------|--------------------------------|---|
| secure                               | to feel safe           |                                |   |
| positive                             | Something that is good |                                |   |
| negative                             | Something that is bad  |                                |   |

| Scripture and prayers that we will use: | Images I may see: |
|---|-------------------|
|   |                   |

## RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|               |                      |                           |  |
|---------------|----------------------|---------------------------|--|
| <b>Year:</b>  | 2                    | <b>Aim</b>                | To describe how we are growing and developing in diverse communities that are God-given. |
| <b>Strand</b> | Social and emotional | <b>Learning intention</b> | To recognise the joy of friendship of belonging to a diverse community.                  |

| <i>What should I already know?</i>   | <i>What will I learn?</i>   |
|--|---|
| That God loves and cares for our families. Families are a place of love, security and stability. | What a community is, the joys belonging to a community can bring and how individuals enrich our communities. The roles and responsibilities in a community and the qualities we can bring to the communities that we belong to. |

| <i>Key words I will need to understand:</i> |  | <i>Key skills I will need to use:</i> | <i>Songs I will hear during reflection time:</i> |
|---|--|---------------------------------------|--|
| community                                   | A group of people who have something in common.      |                                       |  |
| responsibility                              | Something that you are supposed to do.               |                                       |  |
| belonging                                   | Having a secure relationship with a group of people. |                                       |  |
| local                                       | The place near to where we live.                     |                                       |  |
| global                                      | Communities and countries of the world altogether.   |                                       |  |

| <i>Scripture and prayers that we will use:</i>  | <i>Images I may see:</i> |
|---|--------------------------|
| <p>Philippians 2: 1 -3</p> <p>"Your life in Christ, makes you strong and his love comforts you. I urge you, then, to make me completely happy by having the same thoughts, sharing the same love, and being one in soul and mind. Look out for one another's interests and not your own."</p> |                          |

# RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|               |          |                           |  |
|---------------|----------|---------------------------|--|
| <b>Year:</b>  | 2        | <b>Aim</b>                | To describe how we are growing and developing in diverse communities that are God-given. |
| <b>Strand</b> | Physical | <b>Learning intention</b> | To describe ways of being safe in communities.   |

| What should I already know?  | What will I learn?  |
|--|---|
| The joy of friendship and what it feels like to belong to a diverse community. | What makes us feel safe in our families, in our friendships and in our wider communities.<br>What could make you feel unsafe and when is it not right to keep a secret.<br>Who I can go to if I feel worried about another person who you think is unsafe.<br>Knowing how to ask for help and who we should talk to.<br>How we can keep safe when we use the internet and digital devices.<br>Online safety - knowing what is true and how we can check.<br>What are the things harming our world and how we can try and stop them. |

| Key words I will need to understand:  | Key skills I will need to use:                                    | Songs I will hear during reflection time:                       |         |                                      |         |                                    |       |          |        |   |  |  |
|---|---|---|---------|--------------------------------------|---------|------------------------------------|-------|----------|--------|---|--|--|
| <table border="1"> <tr> <td>harm</td> <td>When we are in danger of being hurt, physically or emotionally.</td> </tr> <tr> <td>secrets</td> <td>Something that we don't tell others.</td> </tr> <tr> <td>respect</td> <td>Treating others in a positive way.</td> </tr> <tr> <td>equal</td> <td>The same</td> </tr> <tr> <td>safety</td> <td>How we keep ourselves from being hurt, physically or emotionally.</td> </tr> </table> | harm  | When we are in danger of being hurt, physically or emotionally. | secrets | Something that we don't tell others. | respect | Treating others in a positive way. | equal | The same | safety | How we keep ourselves from being hurt, physically or emotionally. |  |  |
| harm  | When we are in danger of being hurt, physically or emotionally.   |   |         |                                      |         |                                    |       |          |        |   |  |  |
| secrets   | Something that we don't tell others.                              |   |         |                                      |         |                                    |       |          |        |   |  |  |
| respect   | Treating others in a positive way.                                |   |         |                                      |         |                                    |       |          |        |   |  |  |
| equal   | The same  |   |         |                                      |         |                                    |       |          |        |   |  |  |
| safety  | How we keep ourselves from being hurt, physically or emotionally. |   |         |                                      |         |                                    |       |          |        |   |  |  |

| Scripture and prayers that we will use:  | Images I may see: |
|--|-------------------|
| <p style="text-align: center;">Loving Father,<br/>                     Creator of all people and all of creation.<br/>                     Help us to see others as you see them,<br/>                     Brothers and sisters in Jesus,<br/>                     To be loved and respected at all times.<br/>                     Amen</p> |                   |

## RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|               |           |                           |  |
|---------------|-----------|---------------------------|--|
| <b>Year:</b>  | 2         | <b>Aim</b>                | To describe how we are growing and developing in diverse communities that are God-given. |
| <b>Strand</b> | Spiritual | <b>Learning intention</b> | To describe ways of being safe in communities.   |

| <i>What should I already know?</i>                          | <i>What will I learn?</i>   |
|---|---|
| The different ways we can be safe in different communities. | <p>How our school mission statement celebrates our community.</p> <p>How we as a community, can reach out and help others in their times of need.</p> <p>Where and how we can meet God in the community.</p> <p>How we show respect, love and care for all God has created and how we can strive to keep each other safe.</p> |

| <i>Key words I will need to understand:</i> |  | <i>Key skills I will need to use:</i>  | <i>Songs I will hear during reflection time:</i>                                     |
|---|--|--|--|
| community                                   | A group of people with a shared belief or feature, eg where they live. |  |  |
| belonging                                   | A positive feeling we can experience as a member of a community.       |  |  |
| responsibility                              | An act or feeling that we must take care of something.                 |  |  |

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| <i>Scripture and prayers that we will use:</i>  | <i>Images I may see:</i>  |
|---|---|
| <p>Loving God, we praise you and thank you for the great generosity of so many people who volunteer their time, talents and skills to various communities in order to spread joy, hope, love and improve the lives of others.</p> <p style="text-align: center;">Amen</p> |  |

# RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|                |                      |                            |   |
|----------------|----------------------|----------------------------|---|
| <b>Year:</b>   | 3                    | <b>Aim:</b>                | To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe. |
| <b>Strand:</b> | Social and emotional | <b>Learning intention:</b> | To describe and give reasons how friendships make us feel happy and safe.   |

| What should I already know?   | What will I learn?  |
|---|---|
| That we all grow and develop in diverse communities that are God-given. | How friendships make us feel happy and secure. Who we could turn to if you didn't feel safe in a friendship. What the difference between a relative, a friend and an acquaintance is. How you should respond to an adult you do not know who makes you feel uncomfortable or unsafe. What the qualities and characteristics of a true friend are. How we can make sure online friendships are positive and safe and how friendships can change. |



| Key words I will need to understand: |   | Key skills I will need to use: | Songs I will hear during reflection time: |
|--------------------------------------|---|--------------------------------|---|
| loyalty                              | Having or showing true constant support for another person or group of people.                    |                                |   |
| Positive                             | A good thing.   |                                |   |
| respectful                           | Interacting with someone, showing them you care about how they feel and their well-being.         |                                |   |
| feelings<br>emotions                 | Positive or negative emotions<br>A mental reaction to an experience, can be positive or negative. |                                |   |

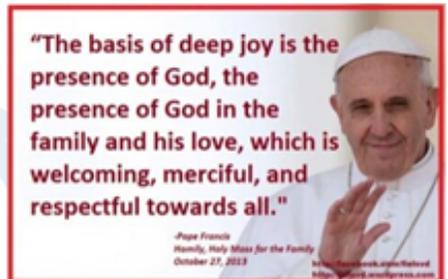
| Scripture and prayers that we will use:  | Images I may see:  |
|--|--|
| <p>Thank you, Jesus, for the gift of friendship.<br/>Thank you for giving me good friends, and help me to be a true friend to others.<br/>Amen</p> | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> |

# RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|                |          |                            |   |
|----------------|----------|----------------------------|---|
| <b>Year:</b>   | 3        | <b>Aim:</b>                | To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe. |
| <b>Strand:</b> | Physical | <b>Learning intention:</b> | To describe and give reasons why friendships break down, how they can be repaired and strengthened.                 |

| What should I already know?                      | What will I learn?   |
|--|--|
| How friendships can make us feel happy and safe. | What can trigger disagreements between friends and within friendship groups.<br>Feelings we might experience when we have been a part of a disagreement.<br>How to resolve conflict in friendships.<br>How healthy friendships can make people feel included and how we should react if others feel lonely or excluded.<br>Why violence is never the answer. |

| Key words I will need to understand:   | Key skills I will need to use:                        | Songs I will hear during reflection time: |       |  |              |                              |          |  |          |   |         |                                 |   |  |
|--|---|---|-------|--|--------------|------------------------------|----------|--|----------|---|---------|---------------------------------|---|--|
| <table border="1"> <tr> <td>Kindness</td> <td>The act of being kind</td> </tr> <tr> <td>Trust</td> <td>A person or thing in which confidence is placed.</td> </tr> <tr> <td>Difficulties</td> <td>When we find something hard.</td> </tr> <tr> <td>Conflict</td> <td>A strong disagreement or bad feeling between people.</td> </tr> <tr> <td>violence</td> <td>The use of force to harm a person or damage property.</td> </tr> <tr> <td>resolve</td> <td>To find an answer to a problem.</td> </tr> </table> | Kindness  | The act of being kind                     | Trust | A person or thing in which confidence is placed. | Difficulties | When we find something hard. | Conflict | A strong disagreement or bad feeling between people. | violence | The use of force to harm a person or damage property. | resolve | To find an answer to a problem. |  |  |
| Kindness   | The act of being kind                                 |   |       |  |              |                              |          |  |          |   |         |                                 |   |  |
| Trust  | A person or thing in which confidence is placed.      |   |       |  |              |                              |          |  |          |   |         |                                 |   |  |
| Difficulties   | When we find something hard.                          |   |       |  |              |                              |          |  |          |   |         |                                 |   |  |
| Conflict   | A strong disagreement or bad feeling between people.  |   |       |  |              |                              |          |  |          |   |         |                                 |   |  |
| violence   | The use of force to harm a person or damage property. |   |       |  |              |                              |          |  |          |   |         |                                 |   |  |
| resolve  | To find an answer to a problem.                       |   |       |  |              |                              |          |  |          |   |         |                                 |   |  |

| Scripture and prayers that we will use:  | Images I may see:   |
|--|---|
| Peter came to Jesus and asked, "Lord, if my brother keeps on sinning against me, how many times do I have to forgive him? Seven times?"<br>"No, not seven times," answered Jesus, "but seventy times seven, because the kingdom of heaven is like this."<br><i>Matthew 18: 21-22</i> |  |

## RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|                |           |                            |   |
|----------------|-----------|----------------------------|---|
| <b>Year:</b>   | 3         | <b>Aim:</b>                | To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe. |
| <b>Strand:</b> | Spiritual | <b>Learning intention:</b> | To celebrate the joy and happiness of living in friendship with God and others.                                     |

| What should I already know?  | What will I learn?  |
|--|---|
| How friendship can break down and how they can be repaired and strengthened. | How the gift of the Sacrament of Reconciliation can help restore friendship with God and others.<br>How the words, inspire, help and guide can help us to improve our friendships.<br>What Bible stories can teach us about the beauty of forgiveness.<br>Luke 15: 11-22, Luke 15: 4-7 Luke 17: 3-4, Luke 7: 47-49, Luke 19: 1-10<br>How forgiveness in friendship can teach us valuable lessons and strengthen a friendship. |

| Key words I will need to understand: |  | Key skills I will need to use:   | Songs I will hear during reflection time:  |
|--------------------------------------|--|--|--|
| forgive                              | The decision to free yourself from holding onto resentment or bad feelings towards someone who has hurt you. |  |  |
| Reconciliation                       | The act of becoming friendly again.  |  |  |
| inspire                              | To move someone to act, create or feel emotions.   |  |  |
| guide                                | Someone or something that leads, directs or shows the right way.   |  |  |

| Scripture and prayers that we will use:   | Images I may see:   |
|---|---|
| <p>Be kind and tender hearted to one another,<br/>And forgive one another, as God has forgiven you in Christ.<br/>Ephesians 4: 32</p> |  |

# RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|                |                      |                            |   |
|----------------|----------------------|----------------------------|---|
| <b>Year:</b>   | 4                    | <b>Aim:</b>                | To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change. |
| <b>Strand:</b> | Social and emotional | <b>Learning intention:</b> | To describe how we all should be accepted and respected.  |

| What should I already know?   | What will I learn?  |
|---|---|
| That we grow in loving, caring and happy friendships where we can feel safe and secure. | How being polite and courteous can make the world a better place. How to keep myself and others safe in our community. Who else can help keep us safe so that we work better together in our communities. How we should and how we can include everyone and celebrate each other's' differences in school, home and in the community. |

| Key words I will need to understand: |   | Key skills I will need to use: | Songs I will hear during reflection time: |
|--------------------------------------|---|--------------------------------|---|
| Difference                           | What makes 2 or more people or things not the same.       |                                |   |
| Stereotype                           | A fixed and often untrue opinion of someone or something. |                                |   |
| Acceptance                           | The act of accepting something.                           |                                |   |
| Courtesy                             | Good manners or politeness.                               |                                |   |
| polite                               | Having or showing good manners or respect.                |                                |   |
| cultural                             | A pattern of behaviour shared by a group of people.       |                                |   |

| Scripture and prayers that we will use:   | Images I may see:   |
|---|---|
| <p>Psalm 23:5</p> <p>"You welcome me as an honoured guest."</p> <p>God grant me the serenity to accept the things I cannot change, courage to change the things I can and wisdom to know the difference. Amen</p> | <div style="display: flex; justify-content: space-around;"> <div style="text-align: left;"> <p>Barack Obama</p> </div> <div style="text-align: left;"> <p>CNN</p> </div> </div> |

## RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|                |          |                            |   |
|----------------|----------|----------------------------|---|
| <b>Year:</b>   | 4        | <b>Aim:</b>                | To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change. |
| <b>Strand:</b> | Physical | <b>Learning intention:</b> | To describe how we should treat others making links with the diverse modern society we live in.   |

| What should I already know?                        | What will I learn?   |
|--|--|
| How we should be accepted and respected by others. | <p>How we respect each other even when we are different from one another, either physically, ethnically, culturally or in religious beliefs.</p> <p>How might our differences change overtime as we grow.</p> <p>The ways we can expect to be treated with respect by others and in turn show them the same respect.</p> <p>How we can challenge stereotypes that encourage bullying of all kinds.</p> <p>How we can recognise the innate dignity of every person and how we can ask God to help us to see it.</p> |

| Key words I will need to understand:   | Key skills I will need to use:                            | Songs I will hear during reflection time:           |            |   |            |                                 |          |                             |        |  |          |   |  |  |
|--|---|---|------------|---|------------|---------------------------------|----------|-----------------------------|--------|--|----------|---|--|--|
| <table border="1"> <tr> <td>Difference</td> <td>What makes 2 or more people or things not the same.</td> </tr> <tr> <td>Stereotype</td> <td>A fixed and often untrue opinion of someone or something.</td> </tr> <tr> <td>Acceptance</td> <td>The act of accepting something.</td> </tr> <tr> <td>Courtesy</td> <td>Good manners or politeness.</td> </tr> <tr> <td>polite</td> <td>Having or showing good manners or respect.</td> </tr> <tr> <td>cultural</td> <td>A pattern of behaviour shared by a group of people.</td> </tr> </table> | Difference  | What makes 2 or more people or things not the same. | Stereotype | A fixed and often untrue opinion of someone or something. | Acceptance | The act of accepting something. | Courtesy | Good manners or politeness. | polite | Having or showing good manners or respect. | cultural | A pattern of behaviour shared by a group of people. |  |  |
| Difference   | What makes 2 or more people or things not the same.       |   |            |   |            |                                 |          |                             |        |  |          |   |  |  |
| Stereotype   | A fixed and often untrue opinion of someone or something. |   |            |   |            |                                 |          |                             |        |  |          |   |  |  |
| Acceptance   | The act of accepting something.                           |   |            |   |            |                                 |          |                             |        |  |          |   |  |  |
| Courtesy   | Good manners or politeness.                               |   |            |   |            |                                 |          |                             |        |  |          |   |  |  |
| polite   | Having or showing good manners or respect.                |   |            |   |            |                                 |          |                             |        |  |          |   |  |  |
| cultural   | A pattern of behaviour shared by a group of people.       |   |            |   |            |                                 |          |                             |        |  |          |   |  |  |

| Scripture and prayers that we will use:   | Images I may see: |
|---|-------------------|
| <p style="text-align: center;">My commandment is this:<br/>Love one another, just as I have loved you<br/><i>John 15: 12</i></p> <p>Loving Father, we thank you for the wonder and gift of each person made in your image and likeness. Help us to be courageous in loving all despite our uniqueness and difference. Amen.</p> |                   |

# RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|               |           |                           |   |
|---------------|-----------|---------------------------|---|
| <b>Year:</b>  | 4         | <b>Aim</b>                | To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change. |
| <b>Strand</b> | Spiritual | <b>Learning intention</b> | To describe how we should treat others making links with the diverse modern society we live in.   |

| <b>What should I already know?</b>                 | <b>What will I learn?</b>  |
|--|--|
| How we should be accepted and respected by others. | <p>How we respect each other even when we are different from one another, either physically, ethnically, culturally or in religious beliefs.</p> <p>How might our differences change overtime as we grow.</p> <p>The ways we can expect to be treated with respect by others and in turn show them the same respect.</p> <p>How we can challenge stereotypes that encourage bullying of all kinds.</p> <p>How we can recognise the innate dignity of every person and how we can ask God to help us to see it.</p> |

| <b>Key words I will need to understand:</b> |   | <b>Key skills I will need to use:</b> | <b>Songs I will hear during reflection time:</b> |
|---|---|---------------------------------------|--|
| Difference                                  | What makes 2 or more people or things not the same.                       |                                       |  |
| Stereotype                                  | A fixed and often untrue opinion of someone or something.                 |                                       |  |
| Acceptance                                  | The act of accepting something.   |                                       |  |
| Courtesy<br>polite                          | Good manners or politeness.<br>Having or showing good manners or respect. |                                       |  |
| cultural                                    | A pattern of behaviour shared by a group of people.                       |                                       |  |

| <b>Scripture and prayers that we will use:</b>   | <b>Images I may see:</b>   |
|--|--|
| <p>Lord God,<br/>I give you all the members of our family.<br/>You know them all so well and love them all.<br/>I ask that you would cover us with a rainbow of hope.<br/>Hope that draws us together to work out our differences.<br/>Hope that helps us to celebrate together and care for one another.<br/>Hope that rises like a banner in our lives and watches over us wherever we go.<br/>Hope that overcomes adversity and gathers strength to overcome.<br/>Hope that guides us and gives us vision for our future alone and together.<br/>Hope filled with love.<br/>Hope that breathes peace.<br/>Amen.</p> | <p>No family drops down from heaven; perfectly formed.<br/>Families need constantly to grow and mature in the ability to love</p> <p style="text-align: right;">Pope Francis</p> |

# RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|                |                      |                            |  |
|----------------|----------------------|----------------------------|--|
| <b>Year:</b>   | 5                    | <b>Aim:</b>                | To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty, sensitivity, mood swings, anger, boredom et., and grow further in God's presence in our daily lives. |
| <b>Strand:</b> | Social and emotional | <b>Learning intention:</b> | To show knowledge and understanding of emotional relationship changes as we grow and develop.  |

| What should I already know?  | What will I learn?   |
|--|--|
| That we are all different and these differences are celebrated. God loves each of us as we are now and as we change. | Behavioural changes as I grow and develop and how these changes can affect friendships. How I can become more sensitive to my emotional development and that of others. How I can support others who might struggle with their self-esteem and self-confidence. Who you could go to for advice if you were worried about yourself or another person being unsafe, feeling uncomfortable or concerned for your own or their mental health and wellbeing. How this will help me to keep safe online. |

| Key words I will need to understand:   | Key skills I will need to use:  | Songs I will hear during reflection time:             |          |   |         |                          |               |   |            |  |  |  |
|--|---|---|----------|---|---------|--------------------------|---------------|---|------------|--|--|--|
| <table border="1"> <tr> <td>puberty</td> <td>The time when your body begins to develop and change.</td> </tr> <tr> <td>hormones</td> <td>Chemicals in the body that control cells or organs.</td> </tr> <tr> <td>respect</td> <td>A feeling of admiration.</td> </tr> <tr> <td>Mental health</td> <td>Emotional, psychological and social health, effecting how we think, feel and act.</td> </tr> <tr> <td>Well being</td> <td>The state of being healthy, safe, comfortable and happy.</td> </tr> </table> | puberty   | The time when your body begins to develop and change. | hormones | Chemicals in the body that control cells or organs. | respect | A feeling of admiration. | Mental health | Emotional, psychological and social health, effecting how we think, feel and act. | Well being | The state of being healthy, safe, comfortable and happy. |  |  |
| puberty  | The time when your body begins to develop and change.                             |   |          |   |         |                          |               |   |            |  |  |  |
| hormones   | Chemicals in the body that control cells or organs.                               |   |          |   |         |                          |               |   |            |  |  |  |
| respect  | A feeling of admiration.  |   |          |   |         |                          |               |   |            |  |  |  |
| Mental health  | Emotional, psychological and social health, effecting how we think, feel and act. |   |          |   |         |                          |               |   |            |  |  |  |
| Well being   | The state of being healthy, safe, comfortable and happy.                          |   |          |   |         |                          |               |   |            |  |  |  |

| Scripture and prayers that we will use:             | Images I may see: |
|---|-------------------|
| <p>Ephesians 2: 10 "You are God's work of art."</p> |                   |

## RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|                |          |                            |  |
|----------------|----------|----------------------------|--|
| <b>Year:</b>   | 5        | <b>Aim:</b>                | To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty, sensitivity, mood swings, anger, boredom et., and grow further in God's presence in our daily lives. |
| <b>Strand:</b> | Physical | <b>Learning intention:</b> | To show knowledge and understanding of the physical changes in puberty.  |

| What should I already know?                               | What will I learn?  |
|---|---|
| The emotional changes that happen as we grow and develop. | Recognising the emotional, internal and external changes that happen during puberty.<br>Hygiene routines during puberty and why this is needed to maintain a good personal hygiene.<br>What physical contact is appropriate, inappropriate or unsafe.<br>How we can recognise the God of love who journeys with us. |

| Key words I will need to understand:   | Key skills I will need to use:  | Songs I will hear during reflection time:             |          |   |            |   |                        |   |             |  |  |  |
|--|---|---|----------|---|------------|---|------------------------|---|-------------|--|--|--|
| <table border="1"> <tr> <td>puberty</td> <td>The time when your body begins to develop and change.</td> </tr> <tr> <td>hormones</td> <td>Chemicals in the body that control cells or organs.</td> </tr> <tr> <td>Body parts</td> <td>Pituitary gland, uterus, fertilised ovum, fallopian tube, vagina, vulva, cervix, womb, breasts, penis, scrotum, sperm, testosterone</td> </tr> <tr> <td>Menstruation or period</td> <td>From the Latin word meaning month. A time during the month where the uterus sheds its lining.</td> </tr> <tr> <td>appropriate</td> <td>Something that is suitable for a person's age and understanding.</td> </tr> </table> | puberty   | The time when your body begins to develop and change. | hormones | Chemicals in the body that control cells or organs. | Body parts | Pituitary gland, uterus, fertilised ovum, fallopian tube, vagina, vulva, cervix, womb, breasts, penis, scrotum, sperm, testosterone | Menstruation or period | From the Latin word meaning month. A time during the month where the uterus sheds its lining. | appropriate | Something that is suitable for a person's age and understanding. |  |  |
| puberty  | The time when your body begins to develop and change.   |   |          |   |            |   |                        |   |             |  |  |  |
| hormones   | Chemicals in the body that control cells or organs.   |   |          |   |            |   |                        |   |             |  |  |  |
| Body parts   | Pituitary gland, uterus, fertilised ovum, fallopian tube, vagina, vulva, cervix, womb, breasts, penis, scrotum, sperm, testosterone |   |          |   |            |   |                        |   |             |  |  |  |
| Menstruation or period   | From the Latin word meaning month. A time during the month where the uterus sheds its lining.                                       |   |          |   |            |   |                        |   |             |  |  |  |
| appropriate  | Something that is suitable for a person's age and understanding.  |   |          |   |            |   |                        |   |             |  |  |  |

| Scripture and prayers that we will use:  | Images I may see:  |
|--|--|
| <p style="text-align: center;">You created every part of me;<br/>                     You put me together in my Mother's womb.<br/>                     When my bones were being formed, carefully put together in my Mother's womb, when I was growing there in secret, you knew that I was there.<br/>                     You saw me before I was born. Psalm 139: 13-18</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Loving Father and Creator of all, we thank you for the beauty, dignity and gift of human life.<br/>                     Help us to respect and treasure its sacredness from the moment of conception until its natural end.<br/>                     Amen</p> </div> | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> |

# RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|               |           |                           |  |
|---------------|-----------|---------------------------|--|
| <b>Year:</b>  | 5         | <b>Aim</b>                | To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty, sensitivity, mood swings, anger, boredom et., and grow further in God's presence in our daily lives. |
| <b>Strand</b> | Spiritual | <b>Learning intention</b> | To celebrate the joy of growing physically and spiritually.  |

| What should I already know?                                   | What will I learn?   |
|---|--|
| The physical and emotional changes that occur during puberty. | What it means to grow holistically; physically, socially, emotionally, intellectually and spiritually.<br>The ways and means we can ensure that each aspect happens healthily.<br>What difficulties you might face as your body changes and grows.<br>That God's love surrounds you always and his Holy Spirit guides and protects you.<br>How you can be respectful of your own body and courageous in the face of changes. |

| Key words I will need to understand: |   | Key skills I will need to use: | Songs I will hear during reflection time: |
|--------------------------------------|---|--------------------------------|---|
| holistic                             | Related to the whole person, not just one aspect  |                                |   |
| respect                              | Interacting with a person or someone in a way that shows you care about their well-being. |                                |   |
| sensitivity                          | An awareness and understanding of the feelings of others.                                 |                                |   |
| courageous                           | To act with courage and bravery.  |                                |   |
| respectful                           | To show respect for someone or something.   |                                |   |

| Scripture and prayers that we will use:  | Images I may see:  |
|--|--|
| <p><b>Pause and reflect</b></p> <p><b>St. Teresa's Prayer</b></p> <p>Christ has no body now but yours,<br/>No hands, no feet on earth, but yours,<br/>Yours are the hands through which<br/>He looks with compassion on this world,<br/>Yours are the feet with which<br/>He walks to do good,<br/>Yours are the hands with which<br/>He blesses all the world,<br/>Yours are the hands, yours are the feet,<br/>Yours are the eyes, yours are the body.</p> | <p>The Christian family is missionary: it announces the love of God to the world. The most beautiful thing God made, so the Bible tells us, was the family.</p> <p>He created man and woman and He gave them everything.</p> <p>He entrusted the world to them: 'Grow, multiply, cultivate the earth, make it bear fruit, let it grow.'</p> <p>All the love he put into that marvellous creation he entrusted to a family.</p> <p>Pope Francis</p> |

## RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|               |                      |                           |  |
|---------------|----------------------|---------------------------|--|
| <b>Year:</b>  | 6                    | <b>Aim</b>                | To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focussing on Catholic teaching, children will also know and understand about the conception of a child within Marriage. |
| <b>Strand</b> | Social and emotional | <b>Learning intention</b> | To develop a secure understanding that stable and caring relationships, which may be of difference types, are at the heart of happy families.  |

| What should I already know?   | What will I learn?  |
|---|---|
| That during puberty our bodies go through times of change but that we can develop ways of dealing with these changes so we can grow further in God's presence in our daily lives. | Consider ways we experience love using scripture to support our ideas. That families are unique and loved by God. Identify qualities and gifts that can contribute to having a stable, caring, happy and loving family. How the Sacrament of Marriage is a union of man and woman and is a reflection of the love between Christ and the Church, and the love of God. |

| Key words I will need to understand:   | Key skills I will need to use:  | Songs I will hear during reflection time: |          |   |           |  |           |                                 |       |   |  |   |
|--|---|---|----------|---|-----------|--|-----------|---------------------------------|-------|---|--|---|
| <table border="1"> <tr> <td>Patient</td> <td>the ability to remain calm.</td> </tr> <tr> <td>Boastful</td> <td>Tending to express too much pride in a person's own possessions, qualities or achievements.</td> </tr> <tr> <td>Conceited</td> <td>Having a too high opinion of yourself.</td> </tr> <tr> <td>Sacrament</td> <td>A special rite in Christianity.</td> </tr> <tr> <td>Union</td> <td>Uniting or joining two or more things into one.</td> </tr> </table> | Patient   | the ability to remain calm.               | Boastful | Tending to express too much pride in a person's own possessions, qualities or achievements. | Conceited | Having a too high opinion of yourself. | Sacrament | A special rite in Christianity. | Union | Uniting or joining two or more things into one. |  |  |
| Patient  | the ability to remain calm.   |   |          |   |           |  |           |                                 |       |   |  |   |
| Boastful   | Tending to express too much pride in a person's own possessions, qualities or achievements. |   |          |   |           |  |           |                                 |       |   |  |   |
| Conceited  | Having a too high opinion of yourself.  |   |          |   |           |  |           |                                 |       |   |  |   |
| Sacrament  | A special rite in Christianity.   |   |          |   |           |  |           |                                 |       |   |  |   |
| Union  | Uniting or joining two or more things into one.   |   |          |   |           |  |           |                                 |       |   |  |   |

| Scripture and prayers that we will use:   | Images I may see:  |
|---|--|
| <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Love is patient; love is kind; love is not envious or boastful or arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice in wrongdoing, but rejoices in the truth. It bears all things, believes all things, hopes all things, endures all things.</p> <p><small>based on 1 Corinthians 13:4-7 (NIV)</small></p> </div> <div style="width: 45%; text-align: center;">  </div> </div> <div style="margin-top: 20px; text-align: center;"> <p><i>Our Father,</i></p> <p>Who art in Heaven, hallowed be Thy name; Thy Kingdom come, Thy will be done on earth as it is in Heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil.</p> <p><i>Amen.</i></p> <p><small>Catholic</small></p> </div> | <div style="display: flex; justify-content: space-around;"> <div style="width: 30%; text-align: center;"> <p>Small things, done in great love, bring joy and peace.</p> <p><small>Mother Teresa</small></p>  </div> <div style="width: 30%;">  </div> <div style="width: 30%; background-color: #333; color: white; padding: 10px;"> <p>The degree to which I can create relationships, which facilitate the growth of others as separate persons, is a measure of the growth I have achieved in myself.</p> <p style="text-align: center;"><i>— Cardinal Rogers —</i></p> <p style="text-align: center;"><small>AZ QUOTES</small></p> </div> </div> |

## RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|                |          |                            |  |
|----------------|----------|----------------------------|--|
| <b>Year:</b>   | 6        | <b>Aim:</b>                | To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focussing on Catholic teaching, children will also know and understand about the conception of a child within Marriage. |
| <b>Strand:</b> | Physical | <b>Learning intention:</b> | To develop a secure understanding that stable and caring relationships, which may be of difference types, are at the heart of happy families.  |

| What should I already know?  | What will I learn?  |
|--|---|
| That there are different types of stable and caring relationships that are at the heart of happy families. | What the key building blocks for a loving relationship are.<br>How conception takes place.<br>How a baby develops in a mother's womb. |

| Key words I will need to understand:   | Key skills I will need to use:  | Songs I will hear during reflection time:          |          |  |            |   |  |  |  |  |  |  |
|--|---|--|----------|--|------------|---|--|--|--|--|--|--|
| <table border="1"> <tr> <td>intercourse</td> <td>A physical act of love between a husband and wife.</td> </tr> <tr> <td>conceive</td> <td>The moment a sperm cell fertilises an egg cell to create a human life.</td> </tr> <tr> <td>Body parts</td> <td>Uterus, cervix, fallopian tube, ovary, vagina, penis, scrotum, testicle</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table> | intercourse   | A physical act of love between a husband and wife. | conceive | The moment a sperm cell fertilises an egg cell to create a human life. | Body parts | Uterus, cervix, fallopian tube, ovary, vagina, penis, scrotum, testicle |  |  |  |  |  |  |
| intercourse  | A physical act of love between a husband and wife.                      |  |          |  |            |   |  |  |  |  |  |  |
| conceive   | The moment a sperm cell fertilises an egg cell to create a human life.  |  |          |  |            |   |  |  |  |  |  |  |
| Body parts   | Uterus, cervix, fallopian tube, ovary, vagina, penis, scrotum, testicle |  |          |  |            |   |  |  |  |  |  |  |
|  |   |  |          |  |            |   |  |  |  |  |  |  |
|  |   |  |          |  |            |   |  |  |  |  |  |  |

| Scripture and prayers that we will use:  | Images I may see: |
|--|-------------------|
| <p>You saw me before I was born. Every day of my life was recorded in your book. Every moment was laid out before a single day had passed. How precious are your thoughts about me, O God? They cannot be numbered.</p> <p style="text-align: center;"><i>Psalm 139: 16-17</i></p> <div style="text-align: right;"> </div> |                   |

# RSHE KNOWLEDGE ORGANISER – A JOURNEY IN LOVE

|               |           |                           |  |
|---------------|-----------|---------------------------|--|
| <b>Year:</b>  | 6         | <b>Aim</b>                | To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focussing on Catholic teaching, children will also know and understand about the conception of a child within Marriage. |
| <b>Strand</b> | Spiritual | <b>Learning intention</b> | To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.  |

| What should I already know?  | What will I learn?   |
|--|--|
| The key building blocks of a loving relationship. How conception takes place and how a baby develops in a mother's womb. | What the characteristics of a positive, respectful relationship are.<br>Online safety when building relationships - what is appropriate, inappropriate or unsafe. If boundaries are crossed, how do we report this and get advice.<br>How can we discover the presence of God in family and friends. |

| Key words I will need to understand: |   | Key skills I will need to use: | Songs I will hear during reflection time: |
|--------------------------------------|---|--------------------------------|---|
| appropriate                          | Something that is suitable for a person's age and understanding.    |                                |   |
| inappropriate                        | Something that is not suitable for a person's age or understanding. |                                |   |
| respectful                           | To treat somebody with kindness.                                    |                                |   |

| Scripture and prayers that we will use:  | Images I may see:  |
|--|--|
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p style="text-align: center;"><b>The Beatitudes in the Gospel of Matthew 5:3-10</b></p> <p>1. "Blessed are the poor in spirit, for theirs is the kingdom of heaven."<br/>The poor include both literally poor people in need of basic necessities, and figuratively poor people, who are aware of their spiritual poverty, people who acknowledge their need and offer dependence upon God. The reward mentioned here is nothing less than the kingdom of heaven.</p> <p style="text-align: center;"><b>What do we consider to be our family's greatest riches?</b></p> <p>2. "Blessed are they who mourn, for they will be comforted."<br/>Those who mourn could be anyone who is sad or experiencing a loss of any kind. Jesus promises comfort for those who suffer. When we suffer we have a choice to make: we can become bitter, or we can become more compassionate to others who are in pain.</p> <p style="text-align: center;"><b>How do we find comfort in our family?</b></p> </div> | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p style="text-align: center;"><b>Pope Francis' Beatitudes for Young People</b></p> <ul style="list-style-type: none"> <li> Happy are the merciful.</li> <li> Happy are those who embrace and forgive.</li> <li> Happy are those who bring new life and opportunities.</li> <li> Happy are those who see the good in other people.</li> <li> Happy are those who help others when they make mistakes.</li> </ul> </div> |