

RSHE

Curriculum Progression Document



Subject Leader: Mrs Mumford

Academic Year: 2025-2026

Our School Mission

We Believe, We Succeed and We Soar

Christ is at the centre of St. Mary's as we strive to nurture and care for our community and encourage them to Believe, Succeed and Soar. Through God's love, we support our pupils in recognising their God given gifts, strengthening their work as missionary disciples.

'Do little things with great love' St Therese of Lisieux

The mission of St Mary's Catholic Voluntary Academy is that of Jesus Christ; to build a teaching and learning community where we show due regard for the development and understanding of the uniqueness and dignity of each person. At St Mary's, each child is valued as a unique individual, a child of God, made in the image of the Father, Son and Holy Spirit.

Our Gospel Values

With God's love we show:

Love

'My command is this: Love one another as I have loved you.' John 15:12

We recognise God's unconditional love to be our source of love. A Christ-like love respects the talent of each person in our school.

Respect

'In everything, then do to others as you would have them do to you.' Matthew 7:12

We believe that, as children of God, we have a duty not only to respect our friends and teachers but also to show respect to our environment as we are stewards of the earth.

Honesty

'Dear children, let us not love with words or speech but with actions and in truth.' 1 John 3:18

We show honesty in all we say and do, in the pursuit of justice and fairness.

Forgiveness

'Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven.' Luke 6:37

We believe that mercy will be shown by the way we forgive others, finding God in all things.

Generosity

'It is more blessed to give than to receive.' Acts 20:35

Just as Jesus washed the feet of his disciples, we have a role to serve our neighbours and the wider community. Through fundraising and prayer, we will strive to help the people in our world, our common home.

Patience

'Jesus replied, 'You do not realise now what I am doing, but later you will understand.' John 13:7

We remember to be patient and trust in God as we know he has a much greater plan for us. He allows us to be tested so that we learn to walk in his ways and trust in him.

St Mary's Catholic Voluntary Academy, Grantham

Scripture Link:

(Genesis 1:27)

'So God created humanity in his own image, in the image of God he created them; male and female he created them.'

We are involved in relationships and sex education 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 RSHE 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. Because 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. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

RSHE 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 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.

Our RSHE curriculum enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Through our teaching of RSHE, the promotion and development of interactions with all pupils will be crucial based on mutual respect, care, empathy, and warmth; avoiding negative emotions when interacting with pupils; being sensitive to individual needs, emotions, culture and beliefs of individuals. Pupil-pupil relationships will be supported and characterised by respect, trust and co-operation through our school values. A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. This ensures young people understand the importance of being a valued member of society.

Core Themes

Our RSHE curriculum is based on three core Catholic Education Service themes within which there will be broad overlap. The three themes are:

Created and loved by God (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Created to love others (this explores an individual's relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

Created to live in community – local, national & global (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

RSHE Progression of Knowledge and Skills

	Module 1 – Unit 1 – Religious Understanding	
EYFS	<p>Children will know that:</p> <ul style="list-style-type: none"> - We are created individually by God as part of His creation plan - We are all God's children and are special - Our bodies were created by God and are good - We can give thanks to God! 	<ul style="list-style-type: none"> - All children will be able to describe aspects of the creation story (with prompts). - Most children will be able to recall the story of creation, and what it teaches us about how we are created by God. - Some children will insightfully contribute to class discussion times and demonstrate a personal understanding of how we were created by God out of love and for love.
KS1	<p>Children will learn that:</p> <ul style="list-style-type: none"> - We are created individually by God - God wants us to talk to Him often through the day and treat Him as our best friend - God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness - We are created as a unity of body, mind and spirit: who we are matters and what we do matters - We can give thanks to God in different ways 	<ul style="list-style-type: none"> - All children will know that they are created and loved by God. - Most children will know that this means they are uniquely created individuals who Jesus wants to be friends with - Some children will demonstrate an understanding of personal faith and articulate how this makes them feel
LKS2	<p>Children will learn that:</p> <ul style="list-style-type: none"> - We are created individually by God who is Love, designed in His own image and likeness - God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) - Every human life is precious from the beginning of life (conception) to natural death - Personal and communal prayer and worship are necessary ways of growing in our relationship with God - In Baptism God makes us His adopted children and 'receivers' of His love - By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue) - It is important to make a nightly examination of conscience - Receiving the Sacraments helps them to develop healthy relationships with others 	<ul style="list-style-type: none"> - All children will understand that they are created by God who loves them; and will have a basic understanding of the Sacraments of Baptism and Reconciliation, and how they make the invisible visible. - Most children will understand that God designed them with a purpose: to be loved, to love and to make a difference; and will understand the importance of saying sorry and seeking forgiveness in relationships with others and God. - Some children will demonstrate a more nuanced understanding of the Gospel and a clear sense of their personal journey of faith; and of their God given purpose and how the sacraments can help them to develop healthy relationships with others.
UKS2	<p>Children will learn that that:</p> <ul style="list-style-type: none"> - We were created individually by God who cares for us and wants us to put our faith in Him - Physically becoming an adult is a natural phase of life - Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! 	<ul style="list-style-type: none"> - All children will learn that we were created individually by God who cares for us. - Most children will understand that God wants us to put our faith in Him, which means putting our confidence and hope in Him even though we can't see Him. - Some children will demonstrate a more nuanced understanding of how having faith in Jesus can help them through the changes and 'storms' of life. -

Module 1 – Unit 2 – Me, My Body, My Health

EYFS	<p>Children will learn:</p> <ul style="list-style-type: none"> - That we are each unique, with individual gifts, talents and skills - That whilst we all have similarities because we are made in God's image, difference is part of God's plan! - That their bodies are good and made by God - The names of the parts of the body (not genitalia) - That our bodies are good and we need to look after them - What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene 	<ul style="list-style-type: none"> - All children will have a basic understanding of what similarities and differences are; will explore a range of physical movements they can make with their bodies; and will understand the concept of being 'ready' for different things. - Most children will understand that our gifts, talents and skills contribute to our uniqueness; will develop vocabulary to describe a range of different movements; and will understand and be able to articulate different ways they can look after their bodies, including diet, exercise, sleep and keeping clean. - Some children will demonstrate a deeper level of understanding about how the most important thing that makes us special is that we are God's children who He loves; will, with less prompting, be able to recall movement words, describe other things their bodies can do, and name parts of the body; and will demonstrate a deeper level of understanding about why we must look after our bodies – because they are wonderful gifts from God!
KS1	<p>Children will learn:</p> <ul style="list-style-type: none"> - That we are unique, with individual gifts, talents and skills - That our bodies are good - The names of the parts of our bodies - That girls and boys have been created by God to be both similar and different and together make up the richness of the human family - That our bodies are good and we need to look after them - About what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating - The importance of sleep, rest and recreation for our health - How to maintain personal hygiene 	<ul style="list-style-type: none"> - All children will know that we are unique; that their bodies, created by God, are good; and that they need to take good care of their bodies. - Most children will understand that part of being unique means we each have individual gifts, talents and skills; will be able to name taught body parts and describe how they can be used; and will be able to articulate various ways of keeping healthy and maintaining personal hygiene. - Some children will be able to articulate what makes themselves and others unique in terms of their individual gifts, talents and skills as well as their physicality; will demonstrate foreknowledge of body parts and confidently offer opinions around gender stereotypes; and will be able to confidently reflect on aspects of their own lifestyle that are healthy/could be healthier.
LKS2	<p>Children will learn that:</p> <ul style="list-style-type: none"> - Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community - Self-confidence arises from being loved by God (not status, etc) - They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do 	<ul style="list-style-type: none"> - All children will understand that our similarities and differences should be celebrated; understand some basic ways of taking care of their bodies. - Most children will understand that we should find our self-confidence in God, who loves us and calls us His children; and will understand that our bodies are a gift from God and how to respect them in various ways through what we wear, eat and do. - Some children will demonstrate a more nuanced understanding of why being different can feel difficult and show resilience when considering how reasons for confidence might be changeable; will demonstrate a more nuanced understanding of how we should respect our bodies as temples of the Holy Spirit and show prior knowledge of ways in which we can look after ourselves.
Y4 only Key Decision 2	<p>We have decided to teach this content in Y4 only. Boys and girls will be taught this content separately.</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - What the term 'puberty' means 	<ul style="list-style-type: none"> - All children will understand what the term puberty means; and will understand what to expect during puberty - Most children will understand that puberty is part of God's plan for our bodies and when they can expect it to take place; will know what they can expect to happen; and will be able to correctly name genitalia.

	<ul style="list-style-type: none"> - When they can expect puberty to take place - That puberty is part of God's plan for our bodies - - Correct naming of genitalia - What changes will happen to boys during puberty - What changes will happen to girls during puberty 	<ul style="list-style-type: none"> - Some children will confidently identify key moments of change and growth in their lives so far, and demonstrate maturity and/or prior knowledge about puberty; will demonstrate particular maturity in dealing with these topics, and confidently show a deeper understanding about their own upcoming journey of puberty and God's role in it.
UKS2	<p>Children will learn about:</p> <ul style="list-style-type: none"> - How similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community - How there are many different types of family set up - How self-confidence arises from being loved by God (not status, etc) - How human beings are different to other animals - The unique growth and development of humans, and the changes that girls and boys will experience during puberty - The need to respect their bodies as a gift from God to be looked after well, and treated appropriately - The need for modesty and appropriate boundaries - How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc 	<ul style="list-style-type: none"> - All children will understand that we are all unique, with different family set-ups, gifts and talents; will know that the body changes which occur during puberty are necessary for a girl to become an adult woman; will know that the body changes which occur during puberty are necessary for a boy to become an adult man; and will know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health. - Most children will demonstrate some emotional intelligence when considering the 'Paradise Street' film, and begin to infer and articulate the feelings of the characters involved; will understand and be able to recall some of the changes which girls experience during puberty; will understand and be able to recall some of the changes which boys experience during puberty; and will be able to discern whether certain choices will have a good or bad impact on our health. - Some children will demonstrate a personal understanding of how our value and self-confidence can arise from knowing that we are loved by God and called His children; will demonstrate prior knowledge about changes girls experience during puberty, and readily articulate respectful boundaries, e.g. privates are private; demonstrate prior knowledge about changes boys experience during puberty, and readily articulate respectful boundaries, e.g. privates are private; and will demonstrate empathy in relation to the characters in the film, and be able to articulate how choices regarding health also impact on our feeling and well-being.
Module 1 – Unit 3 – Emotional Wellbeing		
EYFS	<p>Children will:</p> <ul style="list-style-type: none"> - Learn that we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) - Understand that it is natural for us to relate to and trust one another - Develop a language to describe their feelings - Develop an understanding that everyone experiences feelings - Develop an understanding that feelings are neither good nor bad; they give us information about what we are experiencing - Learn simple strategies for managing feelings - Understand how feelings can affect actions, and that actions have consequences - Develop simple strategies for managing emotions and behaviour 	<ul style="list-style-type: none"> - All children will understand that we have different likes and dislikes; will understand that everyone experiences feelings; and will have a basic understanding of how feelings can affect actions, and that actions have consequences. - Most children will be able to confidently articulate their own likes and dislikes and begin to show interest in the likes/dislikes of others; will be able to name some different feelings, and describe/demonstrate how these feelings might look on different people; and will understand that we have choice over our actions, regardless of how we are feeling. - Some children will show compassion and offer reassurance to Mollie the Cat during the story, demonstrating implicit understanding that what we like/dislike or are good/bad at does not define our worth; will demonstrate greater compassion when considering the feelings of others, and deeper

	<ul style="list-style-type: none"> - Understand that we have choices and these choices can impact how we feel and respond. - Know that we can say sorry and forgive like Jesus 	<p>understanding about feelings as information about which they can be curious; and will show a deeper personal understanding of the importance of forgiveness in relationships, and be able to relate this to the example of Jesus.</p>
KS1	<p>Children will learn:</p> <ul style="list-style-type: none"> - That it is natural for us to relate to and trust one another - That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) - About language to describe our feelings - In a simple way, that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character - Simple strategies for managing feelings and for good behaviour <p>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do That Jesus died on the cross so that we would be forgiven</p>	<ul style="list-style-type: none"> - All children will have a basic understanding of their own feelings, likes and dislikes; will understand that feelings and actions are two different things; and will understand that choices have consequences. - Most children will show respect for the likes/dislikes of others and understand that people might experience feelings differently; will understand what it means to have choice over their actions, in spite of their feelings; and will be able to describe some simple strategies for managing feelings and maintaining good behaviour, including a basic understanding of the concept of forgiveness. - Some children will demonstrate high emotional awareness through confident discussion of feelings, likes, dislikes and the needs of themselves and others; will demonstrate a nuanced understanding of the range of intensity with which feelings can be experienced and share personal examples of times when they have chosen to act differently to how they felt; will demonstrate empathy when discussing the feelings/actions of others and have a deeper level of understanding about how we can forgive others because God forgives us.
LKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - That emotions change as they grow up (including hormonal effects) - To understand the range and intensity of their feelings more deeply; that ‘feelings’ alone are not good guides for action - That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act - What emotional well-being means and that positive actions help emotional well-being - That talking to trusted people helps emotional well-being (e.g. parents/carer/teacher/parish priest) - That images in the media do not always reflect reality and can affect how people feel about themselves - That God made us and loves us as we are. - That some behaviour is wrong, unacceptable, unhealthy and risky - That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media 	<ul style="list-style-type: none"> - All children will learn that we each experience a range of feelings, but these are not always good guides for action; will understand what is meant by ‘the media’; and will learn that some behaviour is wrong, unacceptable, unhealthy and/or risky. - Most children will understand the concept of ‘emotional well-being’ and how we can take positive actions to enhance this; will understand that images in the media do not always reflect reality and can affect how people feel about themselves; and will understand that feelings are not always good guides for action, and that resilience helps us to consider our feelings within a wider context in order to make good choices and choose thankfulness. - Some children will demonstrate a clearer understanding that feelings are neither good nor bad, but information about what we are experiencing that helps us consider how to act; will demonstrate a deeper emotional awareness of the impact the media/social media can have on thoughts, feelings and choices, and how knowing we are made and loved by God can help us withstand this pressure; and will demonstrate deeper emotional understanding when discussing the feelings of themselves and others.
UKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - That images in the media do not always reflect reality and can affect how people feel about themselves - That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media - A deeper understanding of the range and intensity of their feelings; that ‘feelings’ are not the only good guides for action - That some behaviour is wrong, unacceptable, unhealthy or risky 	<ul style="list-style-type: none"> - All children will understand that images in the media do not always reflect reality; will understand that some behaviour is wrong, unacceptable, unhealthy or risky; and will understand that emotions change as they grow up. - Most children will understand that the pressures we face, e.g. from the media, can affect how people feel about themselves; will understand how thoughts, feelings and actions relate to one another and that feelings are not good guides for action; and will be able to describe a variety of techniques to help them manage their thoughts, feelings and actions.

	<ul style="list-style-type: none"> - That emotions change as they grow up (including hormonal effects) - That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being - That beauty, art, etc. can lift the spirit and contribute to our sense of well-being 	<ul style="list-style-type: none"> - Some children will understand the link between practising thankfulness and building resilience against pressure, and demonstrate prior experience of employing this practice themselves; will demonstrate deeper understanding of the range and intensity of their own feelings and the feelings of others, and be curious as to the causes of these; and will clearly understand the importance of openness with trusted adults when feeling worried and that beauty and art can contribute to our sense of emotional well-being.
Module 1 – Unit 3 – Life Cycles		
EYFS	<p>Children will learn:</p> <ul style="list-style-type: none"> - That there are natural life stages from birth to death, and what these are That change is a part of growing up - That their experiences of change will help their transition to Year 1 - That God is with them every step of the way as they grow and change 	<ul style="list-style-type: none"> - All children will be able to describe how they have grown and changed so far; be able to describe some experiences and feelings about their life at school. - Most children will be able to describe the different natural life stages of a human; be able to describe changes they have already experienced and changes that are to come. - Some children will understand and appreciate that growing up is part of God’s plan for our lives, and that we are loved by Him at every life stage; understand and appreciate that God is with us as we change and grow.
KS1	<p>Children will learn:</p> <ul style="list-style-type: none"> - That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult - What ‘death’ means - About some feelings often connected with grief - What the Christian faith says about death and eternal life - Some ways to support themselves and others when they are grieving - That change is a part of life. - That managing our feelings about change helps to prepare us for future changes. - That God is with us as we change and grow. 	<ul style="list-style-type: none"> - All children will understand that there are different stages of life and what these are; understand what death is; understand that change happens throughout life and will be able to talk simply about some changes they have experienced. - Most children will understand that these life stages from birth to death are part of God’s plan for us, and be able to describe what different life stages are like; demonstrate an understanding of what the Christian faith says about death and eternal life; be able to identify feelings associated with change, acknowledge times they have managed change in the past and know how to seek support. - Some children will be able to confidently reflect on their own journey of growth and look forward to future changes; demonstrate resilience and empathy when discussing death and grief; be able to talk positively about change and demonstrate an understanding that God is always with us as we grow and change.
Y4 Only Key Decision 3	<p>We have decided to teach this content in Y4 only.</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - That they were handmade by God with the help of their parents - How a baby grows and develops in its mother’s womb including, scientifically, the uniqueness of the moment of conception - How conception and life in the womb fits into the cycle of life Children will learn: - What ‘death’ means - About some feelings often connected with grief - What the Christian faith says about death and eternal life 	<ul style="list-style-type: none"> - All children will learn that they were made by God with the help of their parents. - Most children will understand how a baby grows and develops in its mother’s womb and be able to name some of the stages of this. - Some children will demonstrate a greater appreciation for the miracle that is conception and how this contributes to their own uniqueness. - All children will understand what death is; be able to identify different changes and know some of the emotions associated with change. - Most children will demonstrate an understanding of what the Christian faith says about death and eternal life; be able to empathise with different emotions associated with change and identify simple coping strategies.

	<ul style="list-style-type: none"> - Some ways to support themselves and others when they are grieving - That change is a part of life and that there are different kinds of change. - About some feelings often associated with change - That God is always with us as we change and grow. - Some coping strategies to support themselves and others. 	<ul style="list-style-type: none"> - Some children will demonstrate resilience and empathy when discussing grief, and show an emerging personal belief about life beyond death; demonstrate an understanding that faith in God can help and support them during times of change.
UKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - How a baby grows and develops in its mother's womb - That pregnancy and childbirth are God's way of giving the gift of life: He creates new life but entrusts parents with the job of making us. - About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life - Some practical ways to manage the onset of menstruation 	<ul style="list-style-type: none"> - All children will know that a baby grows and develops in its mother's womb; and will understand that girls start having periods during puberty. - Most children will be able to describe how a baby grows and develops in the womb and demonstrate some wonder and curiosity about this; and will understand some facts about periods and the menstrual cycle, including period hygiene. - Some children will, with gratitude and a sense of the profound, understand that pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us; and will demonstrate understanding of the role of menstruation in the fertility cycle, and that fertility is involved in the start of life
Y6 Only Key Decision 5	<p>We have decided to teach this content in Y6 only. Parents can opt out of this session and we can provide a resource to cover this content at home if requested.</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - Basic scientific facts about sexual intercourse between a man and woman - The physical, emotional, moral and spiritual implications of sexual intercourse - The Christian viewpoint that sexual intercourse should be saved for marriage <p>Children will learn:</p> <ul style="list-style-type: none"> - What 'death' means - About some feelings often connected with grief - What the Christian faith says about death and eternal life - Some ways to support themselves and others when they are grieving - That there are many emotions and feelings connected with change. - That gratitude and positivity help build resilience. - Some coping strategies to manage changes. - That God is always with them. 	<ul style="list-style-type: none"> - All children will know basic facts about sexual intercourse between a man and a woman. - Most children will understand something of the physical, emotional, moral and spiritual implications of sexual intercourse. - Some children will understand the Christian viewpoint that sexual intercourse should be saved for marriage - All children will understand what death is and some of the feelings that are often associated with grief; understand that they might experience different feelings when moving to their next class/secondary school. - Most children will demonstrate an understanding of what the Christian faith says about death and eternal life, and understand how this can help when grieving; demonstrate an understanding of strategies to help them cope in times of change - Some children will demonstrate greater resilience and empathy when discussing both conceptual and observed grief and show an emerging personal belief about life beyond death; demonstrate an understanding that God has helped them through times of change before and will continue to help them in the future.
Module 2 – Unit 1 – Religious Understanding		
EYFS	<p>Children will learn that:</p> <ul style="list-style-type: none"> - We are part of God's family - Jesus cared for others and wanted them to live good lives like Him - We should love other people in the same way God loves us 	<ul style="list-style-type: none"> - All children will know that God loves us. - Most children will be able to describe ways in which we can love others. - Some children will show a personal understanding of what it means to belong to God's family and be inspired by Jesus to love others
KS1	<p>Children will learn that:</p> <ul style="list-style-type: none"> - We are part of God's family - Saying sorry is important and can mend friendships 	<ul style="list-style-type: none"> - All children will understand that we are always welcome as part of God's family.

	<ul style="list-style-type: none"> - Jesus cared for others and had expectations of them and how they should act - We should love other people in the same way God loves us 	<ul style="list-style-type: none"> - Most children will understand that saying sorry is important and can mend friendships - both with those around us and with God. - Some children will confidently offer ideas about how they can love other people in the same way God loves us
LKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - That God loves, embraces, guides, forgives and reconciles us with him and one another - The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness - That relationships take time and effort to sustain - That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness 	<ul style="list-style-type: none"> - All children will understand that God loves us and wants what is best for us. - Most children will understand that when we do wrong things, we hurt God and others, but when we say sorry, God forgives us. - Some children will show greater emotional maturity when discussing characters in the parable, and demonstrate a deeper understanding of the importance of forgiveness and reconciliation, both in our relationships with others and with God
UKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - That God calls us to love others - About ways in which we can participate in God's call for us to love others 	<ul style="list-style-type: none"> - All children will learn that God calls us to love others. - Most children will appreciate that we all have something we can offer in terms of loving others. - Some children will demonstrate a deeper understanding and passion for participating in God's call for us to love others.
Module 2 – Unit 2 – Personal Relationships		
EYFS	<p>Children will learn:</p> <ul style="list-style-type: none"> - To identify special people (e.g. parents, carers, friends) and what makes them special - The importance of the nuclear family and of the wider family - The importance of being close to and trusting 'special people', and telling them when something is troubling them - How their behaviour affects other people and that there is appropriate and inappropriate behaviour - The characteristics of positive and negative relationships - About different types of teasing and that all bullying is wrong and unacceptable - To recognise when they have been unkind to others and say sorry - That when we are unkind, we hurt God and should say sorry - To recognise when people are being unkind to them and others and how to respond - That we should forgive like Jesus forgives 	<ul style="list-style-type: none"> - All children will be able to identify their 'special people'; will be able to describe some qualities of a good friend; and will have a basic understanding of kind/unkind behaviour. - Most children will be able to identify different people as family, friends or other people they know; will also be able to identify inappropriate behaviours and qualities in friendships; and will understand that to maintain friendships, they must say sorry when they make mistakes and forgive those who hurt them. - Some children will be able to articulate why they are grateful for their family/friends, and demonstrate a deeper understanding of the importance of family; will demonstrate a more nuanced, personal understanding of how their behaviour affects other people, including their friends; and will understand that when they are unkind to others, they also hurt God and should say sorry and ask for forgiveness.
KS1	<p>Children will learn:</p> <ul style="list-style-type: none"> - About 'special people' (their parents, carers, friends, parish priest) and what makes them special - The importance of nuclear and wider family - The importance of being close to and trusting special people and telling them if something is troubling them - How their behaviour affects other people, and that there is appropriate and inappropriate behaviour 	<ul style="list-style-type: none"> - All children will understand the concept of 'special people' and identify their own; will gain a basic understanding of what is appropriate and inappropriate behaviour; and will understand the importance of saying sorry and seeking forgiveness to mend friendships. - Most children will understand that their 'special people' are special to them in different ways, and be able to identify who they would go to if something was troubling them; will be able to describe and strive to practise the qualities of being a good friend; will understand that when we are unkind to others, we

	<ul style="list-style-type: none"> - About the characteristics of positive and negative relationships - About different types of teasing and that all bullying is wrong and unacceptable - To recognise when they have been unkind and say sorry - That when people are being unkind to them and others and how to respond - That when we are unkind to others, we hurt God also and should say sorry to Him as well - That we should forgive like Jesus forgives 	<p>hurt God too and so should say sorry to Him; and be able to identify times when they have been unkind.</p> <ul style="list-style-type: none"> - Some children will demonstrate deep emotional understanding of their own and Super Susie's 'special people', and confidently articulate what makes each of them so special; will show a more nuanced understanding of good/bad relationships (friendships) and how this relates to teasing and bullying; and will demonstrate further self-awareness about their own treatment of others and how they should forgive like Jesus forgives us.
LKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong - That there are different types of relationships including those between acquaintances, friends, family and relatives - That good friendship is when both persons enjoy each other's company and also want what is truly best for the other - The difference between a group of friends and a 'clique' - To increase their awareness of bullying (including cyberbullying), that all bullying is wrong, and how to respond to bullying - About harassment and exploitation in relationships, including physical and emotional abuse and how to respond 	<ul style="list-style-type: none"> - All children will learn that there are different types of relationships, including family, friends and others; and will develop a greater awareness of bullying (physical and emotional), and understand that all bullying is wrong. - Most children will be able to describe some qualities of friendship and strategies to use when relationships go wrong; and will understand the meaning of 'pressure' and 'resilience', and the importance of seeking support from trusted adults. - Some children will demonstrate a more nuanced understanding of relationships, including the complexity of feelings involved when relationships are difficult; and will demonstrate emotional maturity and empathy in discussion/roleplay activities and confidently give examples of how to resist pressure by practising resilience.
UKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - That pressure comes in different forms, and what some of those different forms are - That there are strategies that they can adopt to resist pressure - What consent and bodily autonomy means - About different scenarios in which it is right to say 'no' - How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships - About prejudice, bullying and discrimination: what they mean and how to challenge them. - About protected characteristics from the Equality Act 2010 such as race, age and disability. - That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect. 	<ul style="list-style-type: none"> - All children will learn that pressure comes in different forms, and what some of those different forms are; will gain a basic understanding of consent and bodily autonomy; and will understand that how we think can affect our feelings and in turn our actions, and that we call this 'self-talk'; learn that bullying is always wrong. - Most children will be able to describe some strategies they can adopt to resist pressure; will be able to discern situations in which it would be appropriate and right to say 'no'; and will understand how positive self-talk can impact our feelings, actions and relationships for the better; understand what prejudice and discrimination are, and how they relate to the protected characteristics. - Some children will demonstrate a more nuanced and applied understanding of different pressure scenarios, including the feelings of the pressured child in the context of thoughts, feelings and actions; will demonstrate a deeper understanding and will to uphold consent as related to respecting the dignity of our precious God-given bodies; and will demonstrate a deeper understanding of both positive and negative self-talk, and how it helps us to balance our expectations so that we feel confident to try new things at the same time as assessing the consequences realistically; have a deeper empathy for victims of bullying and discrimination, and eagerly approach the challenge to build others up through their words and actions

Module 2 – Unit 3 – Life Online

EYFS	<p>Children will learn:</p> <ul style="list-style-type: none"> - That the internet connects us to others - That the internet helps us in lots of ways - That only Jesus can help us with everything - About safe and unsafe situations online - That they can ask for help from their special people 	<ul style="list-style-type: none"> - All children will have a basic understanding of what the internet is; understand that they should ask an adult about anything they encounter online that they are not sure about, or which makes them feel worried or unsafe. - Most children will understand that there are positive and negative aspects to using the internet; understand that the internet can be used safely if we know some rules to keep us safe. - Some children will demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe; demonstrate a deeper understanding that our best source of help is Jesus; demonstrate prior knowledge about how to stay safe online and begin to understand why God wants us to keep ourselves safe too.
KS1	<p>Children will learn:</p> <ul style="list-style-type: none"> - That the internet connects us to others and helps us in lots of ways. - Our feelings matter – both online and offline. - That Jesus cares about our feelings and gives us peace. - To understand what situations are safe and unsafe, including online. - To ask for adult help with anything that worries them or makes them feel unsafe. 	<ul style="list-style-type: none"> - All children will understand what the internet is and be able to describe ways in which they like to use it; understand that they should ask an adult about anything they encounter online that they are not sure about, or which makes them feel worried or unsafe. - Most children will understand and be able to describe feelings which might arise on and offline; understand that the internet can be used safely if we know some rules to keep us safe. - Some children will understand that our online activity is also ‘real life’ and have a growing understanding of how this means we should behave online; demonstrate prior knowledge about how to stay safe online, and have a sense of the peace that God gives to us.
IKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - That their increasing independence brings increased responsibility to keep themselves and others safe - How to use technology safely - That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others - How to report and get help if they encounter inappropriate materials or messages - That bad language and bad behaviour are inappropriate 	<ul style="list-style-type: none"> - All children will learn how to use technology safely, what is good and not good to share online, that bad language and bad behaviour online is inappropriate, and understand how they can stay safe and get help from a trusted adult. - Most children will learn how quickly things can be shared online, how to spot the danger signs of inappropriate online behaviour and steps they can take to keep themselves and others safe. - Some children will be able to articulate their responsibility to keep themselves safe online and ways to do so. They will understand the impact of cyberbullying, understand ways people can cause harm online and know how to report inappropriate messages and content.
UKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - To recognise that their increasing independence brings increased responsibility to keep themselves and others safe - How to use technology safely - That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others - How to report and get help if they encounter inappropriate materials or messages - What the term cyberbullying means and examples of it 	<ul style="list-style-type: none"> - All children will have a broad understanding of different ways we use the internet, know what cyberbullying means, know safety rules about chatting online and ways they can stay safe online and know how to seek help from a trusted adult. - Most children will be able to make safe and sensible decisions about sharing online and understand that it is important to use the internet responsibly, understand that online messages can be misinterpreted, recognise the difference between banter and bullying and the steps to take if they or someone they know experience cyberbullying.

	<ul style="list-style-type: none"> - What cyberbullying feels like for the victim - How to get help if they experience cyberbullying 	<ul style="list-style-type: none"> - Some children will be able to articulate how their growing independence can lead to situations where they will need to make their own responsible decisions about online safety, be able to articulate the long term effects of cyberbullying, their personal responsibility to behave considerately towards others and how to model good online behaviour.
Module 2 – Unit 4 – Keeping Safe		
EYFS	<p>Children will learn:</p> <ul style="list-style-type: none"> - About safe and unsafe situations outdoors and indoors. - That they can ask for help from their special people. - That they are entitled to bodily privacy - That they can and should be open with ‘special people’ they trust if anything troubles them - That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest. - That medicines should only be taken when a parent or doctor gives them to us. - That medicines are not sweets. - That we should always try to look after our bodies, because God created them and gifted them to us. - There are lots of people who do jobs to help us - That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade - That paramedics help us in a medical emergency - That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance 	<ul style="list-style-type: none"> - All children will recognise some safe and unsafe situations, inside and out; know that privates are private, and that they should talk to their special people about anything that worries them; will understand that medicines are drugs, and should only be taken when a parent or doctor gives them to us; and will have a basic understanding of the different jobs people do which help us. - Most children will be able to articulate ways in which we can keep ourselves safe, inside and out; have a basic understanding about the things that contribute to us feeling safe, such as particular people and rules/boundaries; will understand about the different forms that medicines come in, and that if we take medicines when we don’t need them, or if we take too much, then we can harm our bodies; and will have an understanding of the different types of emergency services, how to call them, and that they should only be called in a true emergency. - Some children will demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe; demonstrate a deeper understanding about what behaviours are acceptable/unacceptable and will demonstrate cognisance about what makes them feel better when they are worried; will demonstrate a deeper understanding that because God created and gifted us our bodies, we should try to look after them; and will demonstrate a greater understanding about the difference between emergency/non-emergency situations, particularly as related to First Aid.
KS1	<p>Children will learn:</p> <ul style="list-style-type: none"> - The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them - How to resist pressure when feeling unsafe - That they are entitled to bodily privacy - That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest - That medicines are drugs, but not all drugs are good for us - That alcohol and tobacco are harmful substances - That our bodies are created by God, so we should take care of them and be careful about what we consume - About what is and isn’t an emergency - That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade 	<ul style="list-style-type: none"> - All children will understand that there are good secrets and bad secrets; understand that privates are private; that medicines are drugs, but not all drugs are good for us; understand what is and isn’t an emergency; and will have a sense about what is and isn’t a medical emergency, and how to call 999 for help. - Most children will be able to describe and give examples of good/bad secrets, and understand that they should be open and honest with ‘special people’ if anything troubles them; demonstrate an emerging understanding about different kinds of touch, and when these are appropriate or inappropriate; will understand that alcohol and tobacco are harmful substances that are illegal for children to access; will understand that in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade; and will understand that First Aid can be used in many situations where an ambulance is not required and demonstrate understanding of basic First Aid.

	<ul style="list-style-type: none"> - That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999 - Some basic principles of First Aid 	<ul style="list-style-type: none"> - Some children will demonstrate deeper empathy and understanding of the feelings involved with good/bad secrets, and how to resist pressure when feeling unsafe; demonstrate a more nuanced understanding or personal belief that their body is a gift from God which deserves respect; will show a nuanced understanding that, because our bodies are created by God, we should take care of them and be careful about what we consume; will demonstrate confidence, emotional maturity and strong communication skills when role playing 999 phone calls; and will confidently demonstrate knowledge of First Aid, and be curious about First Aid that can be used whilst waiting for an ambulance.
LKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - To judge well what kind of physical contact is acceptable or unacceptable and how to respond - About different kinds of abuse, including ‘abuse of private parts’ - That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest - Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body - That our bodies are created by God, so we should take care of them and be careful about what we consume - That in an emergency, it is important to remain calm - That quick reactions in an emergency can save a life - How to help in an emergency using their First Aid knowledge - It is our responsibility to follow the rules at home, school and in our country. - Some of our rules and laws are based on our rights. - Rights protect us and ensure everyone is treated equally. - Rules and rights are based on our values as a community. - Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God. 	<ul style="list-style-type: none"> - All children will know that if they feel unsafe, they can and should seek out a trusted adult for help and support; learn about the effects that a range of substances including drugs, alcohol and tobacco can have on the body; and that in emergency situations they should remain calm and call 999. They will be able to identify different rules at home, school and in the community and understand some of the values and rights they uphold. - Most children will be able to describe what is appropriate and inappropriate physical contact and name the different types of abuse; demonstrate some prior knowledge around this topic and be able to identify and record facts throughout the session; and with prompting, demonstrate understanding of how First Aid knowledge can be applied in real-life situations. They will know some basic human rights, understand how rules and laws protect our rights and be able to reflect on their own responsibilities to treat people with fairness, dignity and respect. - Some children will demonstrate a greater depth of understanding and compassion when discussing abuse scenarios; demonstrate a personal understanding and belief that because our bodies are created by God, we should take care of them and be careful about what we consume; will demonstrate confident independent thinking and greater awareness of the emotional impact of emergency situations. They will demonstrate a deeper understanding of the values underpinning our rights and responsibilities as Christians and be able to articulate the value that diversity brings to the Body of Christ.
UKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - To judge well what kind of physical contact is acceptable or unacceptable and how to respond - That abuse violates the rights of children - That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests - About the effect that a range of substances including drugs, tobacco and alcohol can have on the body. - How to make good choices about substances that would have an impact on their health. 	<ul style="list-style-type: none"> - All children will know that if they feel unsafe, they can and should seek out a trusted adult for help and support; will learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body; will understand that as they get older they may come under pressure when it comes to drugs, alcohol and tobacco; and will understand that, amongst other things, the job of a First Aider is to keep themselves and the casualty safe. - Most children will understand that some physical contact is appropriate and some is inappropriate, and be able to describe some examples of these; will understand the impact that these substances can have on people’s lifestyles, and how we can all make better choices to benefit our health and well-being;

	<ul style="list-style-type: none"> - That our bodies are created by God, so we should take care of them and be careful about what we consume. - Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco - Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies - The recovery position can be used when a person is unconscious but breathing - DR ABC is a primary survey to find out how to treat life threatening conditions in order of importance 	<p>will be able to come up with ‘for’ and ‘against’ arguments for giving into pressure, and practise making good choices; and will, with prompts, have a degree of confidence in performing the DR ABC primary survey, as well putting someone in the recovery position.</p> <ul style="list-style-type: none"> - Some children will demonstrate greater empathy throughout the activities and a deeper understanding that because God made us to love and be loved, we should respect one another’s bodily privacy and autonomy; will understand that our bodies are created by God, and we can honour Him by taking care of them and being careful about what we consume; demonstrate understanding that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies; and will confidently demonstrate the DR ABC primary survey and understand the importance of following this in order to prioritise potentially life- threatening conditions.
Module 3 – Unit 1 – Religious Understanding		
EYFS	<p>Children will learn:</p> <ul style="list-style-type: none"> - That God is love: Father, Son and Holy Spirit - That being made in His image means being called to be loved and to love others - What a community is, and that God calls us to live in community with one another - A Scripture illustrating the importance of living in a community - That no matter how small our offerings, they are valuable to God and He can use them for His glory. 	<ul style="list-style-type: none"> - All children will gain a basic understanding that God is three-in-one, and we call this the Holy Trinity of God; and will understand what a community is, and that we all belong to different communities. - Most children will understand that being made in God’s image means being called to love others and will be able to come up with practical examples of what this can look like; and will understand that God wants us to live in community with one another, which means loving one another. - Some children will demonstrate a deeper sense of personal conviction to love others, rising from their knowledge of God’s love for them; and will demonstrate a more nuanced understanding of the Gospel story about the feeding of the 5000, and what this means for how God can use their offerings of loving actions.
KS1	<p>Children will learn:</p> <ul style="list-style-type: none"> - That God is love: Father, Son and Holy Spirit - That being made in His image means being called to be loved and to love others - What a community is, and that God calls us to live in community with one another - A scripture illustrating the importance of living in community as a consequence of this - Jesus’ teaching on who is my neighbour 	<ul style="list-style-type: none"> - All children will understand that God loves us and wants us to love others; and will understand that everyone is our neighbour. - Most children will understand that God is three in one: Father, Son and Holy Spirit; and will understand that Jesus calls us to love our neighbour even if we’ve never met them/don’t like them. - Some children will demonstrate a more nuanced understanding of the Holy Trinity and what it means for us to be made in God’s image - to love and be loved; and show a deeper understanding of the Holy Trinity as a community of love, and how being made in God’s image means we are made to live in community too
LKS2	<p>Children will learn that:</p> <ul style="list-style-type: none"> - God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’ - The human family reflects the Holy Trinity in charity and generosity - We are made in the image of God, which means we are made to love God and others, and be loved by God and others 	<ul style="list-style-type: none"> - All children will learn that the Holy Trinity is a community of love, and that the human family goes some way to helping us understand this; and will understand that the Church is not a building, but all the people around the world who believe in Jesus. - Most children will understand that being made in the image of God means we are made to love God and others, and be loved by God and others; and will

	<ul style="list-style-type: none"> - The Church family comprises home, school and parish (which is part of the diocese) 	<p>understand that we the Church are called to love others as God loves us, and will be able to come up with some practical examples of how they can do this.</p> <ul style="list-style-type: none"> - Some children will seek to understand the mystery of the Holy Trinity at a deeper level and will demonstrate personal faith and self-awareness when considering what being made in the image of God means for how they should live; and will demonstrate a deeper personal conviction of and excitement for their own role within the Church.
UKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - That God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. - That the Holy Spirit works through us to bring God's love and goodness to others - The principles of Catholic Social Teaching - That God formed them out of love, to know and share His love with others 	<ul style="list-style-type: none"> - All children will understand that God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity; and will learn what the seven principles of Catholic Social Teaching are. - Most children will understand that the Holy Spirit works through us to share God's love and goodness with others; and will know that God loves them and wants them to love others and be able to come up with examples of how Catholic Social Teaching principles can be practised. - Some children will demonstrate a more nuanced and personal understanding of what it means for the Holy Spirit to live inside us and how this helps us to share God's love in the world; and will demonstrate a greater sense of conviction and motivation to incorporate Catholic Social Teaching principles in their daily lives and will be able to identify injustices in the world where change could be affected.
Module 3 – Unit 2 – Living in the Wider World		
EYFS	<p>Children will learn:</p> <ul style="list-style-type: none"> - That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community - That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. - That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) - About what harms and what improves the world in which they live - About some different types of jobs - That having a job can help us to look after each other and the world - That God has given us all strengths, gifts and talents to do His work - About strengths and interests needed to do different jobs - That money helps us buy things. - That wants and needs are different. - That God's love and the love we share with others is freely given and our most important need 	<ul style="list-style-type: none"> - All children will understand that they belong to various communities; be able to describe some jobs that people have; be able to recognise money and know it helps us to buy things. - Most children will understand that, as part of their communities, they have a responsibility to look after other people and the planet; be able to explain what a job is and know that we can use our gifts and strengths in our work; be able to understand that money helps us to buy things, but that we don't always need the things that we want. - Some children will demonstrate excitement about the responsibilities they have/will have in the future, and a more nuanced appreciation of what harms and improves the world in which they live; understand that jobs contribute to our well-being and that of the community, and that work is part of God's plan for us; begin to understand the value of needs and wants and be able to explain that God's love and the love of our family and friends is more valuable than anything we can buy.
KS1	<p>Children will learn:</p> <ul style="list-style-type: none"> - That they belong to various communities such as home, school, parish, the wider local community, nation and global community - That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc 	<ul style="list-style-type: none"> - All children will understand that they belong to different communities; understand that a job is a way to earn money to pay for things; recognise money and simply understand the difference between needs and wants. - Most children will understand that their actions/inactions can help/harm the communities they are part of; understand that we can use our unique gifts,

	<ul style="list-style-type: none"> - That we have a duty of care for others and for the world we live in (charity work, recycling etc.) - What harms and what improves the world in which we live in simple terms - About some different types of jobs in the community - About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls - That work is a part of our purpose (vocation) - That God has given us all strengths, gifts and talents to do His work - That money is valuable and is used as an exchange for needs and wants. - That wants and needs are different. - About spending and saving choices. - That God's love and the love we share with others is more valuable than anything. 	<p>strengths and talents in our chosen work and that a job can give satisfaction and fulfilment, as well as money; understand the value of money, some spending and saving choices and know that some needs and wants are freely given.</p> <ul style="list-style-type: none"> - Some children will demonstrate a deeper understanding of their roles and responsibilities in different communities, and show a duty of care for the world in which we live; show a greater understanding that our gifts come from God and He wants us to use our gifts to look after each other and the world; demonstrate a greater understanding of how money choices impact on our lives and the lives of others, and that God's love and the love of family and friend.
LKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - That God wants His Church to love and care for others - Practical ways of loving and caring for others - That there are many different jobs and types of work. - Some of the factors that influence people's choice of work. - To explore their own interests, skills and gifts in relation to their job aspirations. - That God calls us to work together to share His love and care for each other and the world. - That all forms of money have advantages and disadvantages. - That our attitude to money and choices about spending, saving and giving impacts on ourselves and others. - That budgeting helps to keep track of spending and saving. - How our faith guides our values and reminds us of the importance of love for God and others. 	<ul style="list-style-type: none"> - All children will be able to recognise actions which make them feel loved or cared for; be able to identify different types of work and some of the skills, strengths and gifts required for these; understand some choices about managing money and some advantages and disadvantages of different payment methods. - Most children will be able to devise practical ways of loving and caring for others; know some of the factors and values that influence job choices, confidently explore their own job aspirations, and begin to understand the idea of vocation; have a more developed understanding of budgeting and understand that our choices around spending, saving and giving are linked to our attitudes. - Some children will demonstrate a more nuanced understanding of how the way we feel loved and cared for can help us know how to love and care for others, and the role of God's plan for the Church as part of this; demonstrate a deeper understanding of God's call for us to work together by reflecting His love and caring for each other and will understand that our values, job choices, and way of life are part of our vocation; demonstrate an understanding of how our faith guides our attitudes and God calls us to make responsible choices with money.
UKS2	<p>Children will learn:</p> <ul style="list-style-type: none"> - How to apply the principles of Catholic Social Teaching to current issues - About ways in which they can spread God's love in their community - Learn about the process of getting a job and consider factors that influence job choices. - Understand how stereotyping can affect work aspirations and learn to challenge such attitudes. - Consider jobs in different sectors, learning pathways to work and their own job aspirations. - There are a wide variety of payment options. - The importance of budgeting and tracking spending and saving. 	<ul style="list-style-type: none"> - All children will have a basic understanding of how to apply the principles of Catholic Social Teaching to current issues; be able to identify different types of work, understand some of the factors that influence job choices and recognise the harmful effects of stereotyping; understand that tracking our money and budgeting is part of good money management. - Most children will understand how Catholic Social Teaching principles can help them to judge not only whether something is wrong, but why it is wrong; understand some of the benefits of working, understand the process of getting a job, consider some positive and negative influences on job choices and aspirations and will be able to reflect on types of work that fit with their own interests, skills and values; know factors that influence spending and saving

	<ul style="list-style-type: none"> - About the hierarchy of needs and other influences on spending choices. - Some people have more money than others. - God asks us to be good stewards of our money and resources 	<p>choices and show an understanding of the unequal wealth in the world and their community.</p> <ul style="list-style-type: none"> - Some children will show great aptitude when categorising articles, and demonstrate compassion and motivation to challenge issues of injustice; demonstrate a deeper understanding of how their values, gifts and strengths, and understand that God calls us to our vocation; demonstrate an understanding of stewardship and the Christian perspective on donating money to the Church and other charities
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