

Primary Curriculum Framework for Relationships Education, Relationships and Sex Education and Health Education



(Revised MARCH 2020)

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Introduction

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

Pedagogical Principles

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education. Therefore, it will be:

Progressive & Developmental

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

Differentiated

Schools must ensure that RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

Cross-curricular

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Integrated

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

Co-ordinated

None of these educational goals are possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and

commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

Balanced

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

The structure of this Primary Curriculum Framework

This Primary Curriculum Framework covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils.

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.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

****From September 2020, the Health Education (HE) and Relationships Education (RE) aspects of PSHE education will be compulsory in all schools – these aspects are reflected within each section.***

Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

Theme I: Created and Loved by God (this explores the individual)

EYFS and Key Stage I

Education in Virtue

In a Catholic school, pupils are growing to be:

- Respectful of their own bodies and character
- Appreciative for blessings
- Grateful to others and to God
- Patient when they do not always get what they want

In order to achieve these, pupils should be taught:

Religious understanding of the human person: loving myself

Pupils should be taught:

- We are made by God and are special
- We are all God's children
- Ways of expressing gratitude to God
- About the sacrament of Baptism

Me, my body and my health

Pupils should be taught:

Me

- We are all unique individuals
- We all have individual gifts, talents and abilities

My body

- The names of the external parts of the body
- The similarities and differences between girls and boys

My Health

- How to maintain personal hygiene
- What constitutes a healthy life-style, including

Emotional well-being and attitudes

Pupils should be taught:

Emotional well-being

- That we all have different likes and dislikes
- A language to describe feelings

Attitudes

- A basic understanding that feelings and actions are two different things
- Simple strategies for managing feelings and behaviour
- That choices have consequences

Life cycles and fertility

Life cycles

- That there are life stages from birth to death

Theme 1: Created and Loved by God (this explores the individual)

Key Stage 2

Education in Virtue

In a Catholic school, pupils are growing to be:

- Respectful of their own bodies, character and giftedness
- Appreciative for blessings
- Grateful to others and to God
- Self-disciplined and able to delay or forego gratification for the sake of greater goods
- Discerning in their decision making
- Determined and resilient in the face of difficulty
- Courageous in the face of new situations and in facing their fear

In order to achieve these, pupils should be taught:

Religious understanding of the human person: loving myself

Pupils should be taught:

- We are special people made in the image and likeness of God
- We are children of God with an innate dignity
- God has created us for a purpose (vocation)
- Life is precious and their body is God's gift to them
- Prayer and worship are ways of nourishing their relationship with God
- Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

Me, my body and my health

Pupils should be taught:

Me

- Everyone expresses their uniqueness in different ways and that being different is not always easy
- Strategies to develop self-confidence and self-esteem
- Each person has a purpose in the world
- That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)

My body

- Their body will change and develop as they grow
- About the growth and development of humans and the changes experienced during puberty
- The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)

My Health

- How to make informed choices that have an impact on their health

Emotional well-being and attitudes

Pupils should be taught:

Emotional well-being

- That we all have different likes and dislikes
- A language to describe feelings

Attitudes

- A basic understanding that feelings and actions are two different things
- Simple strategies for managing feelings and behaviour
- That choices have consequences

Life cycles and fertility

Pupils should be taught:

Life cycles

- How a baby grows and develops in its mother's womb
- To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)

Fertility

- The nature and role of menstruation in the fertility cycle

- How human life is conceived in the womb, including the language of sperm and ovary.

Theme 2: Created to love others (this explores an individual's relationships with others)

EYFS and Key Stage 1

Education in Virtue

In a Catholic school, pupils are growing to be:

- Friendly, able to make and keep friends
- Caring, attentive to the needs of others and generous in their responses
- Respectful of others, their uniqueness, their wants and their needs
- Forgiving, able to say sorry and not hold grudges against those who have hurt them
- Courteous, learning to say, "please" and "thank you"
- Honest, able to tell the difference between truth and lies

In order to achieve these, pupils should be taught:

Religious understanding of human relationships: loving others

Pupils should be taught:

- We are part of God's family
- All families are important
- That saying sorry is important and can help mend broken friendships
- Jesus cared for others
- That we should love other people in the same way Jesus loves us

Personal Relationships

Pupils should be taught:

- The characteristics of positive and negative relationships
- To identify special people (e.g. family, carers, friends) and what makes them special
- There are different family structures and these should be respected
- Families should be a place of love, security and stability.
- The importance of spending time with your family

- How their behaviour affects other people and that there are appropriate and inappropriate behaviours
- To recognise when people are being unkind to them and others and how to respond
- Different types of teasing and bullying which are wrong and unacceptable

Keeping safe and people who can help me

Pupils should be taught:

Keeping safe

- To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online
- To use simple rules for resisting pressure when they feel unsafe or uncomfortable
- The difference between good and bad secrets
- Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation
- Importance of seeking and giving permission in relationships.

People who can help me

- Who to go to if they are worried or need help
- That there are a number of different people and organisations they can go to for help in different situations

Theme 2: Created to love others (this explores an individual's relationships with others)

Key Stage 2

Education in Virtue

In a Catholic school, pupils are growing to be:

- Loyal, able to develop and sustain friendships
- Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble
- Respectful, able to identify other people's personal space and respect the ways in which they are different
- Forgiving, developing the skills to allow reconciliation in relationships
- Courteous in their dealings with friends and strangers
- Honest, committed to living truthfully and with integrity

In order to achieve these, pupils should be taught:

Religious understanding of human relationships: loving others

Pupils should be taught:

- Christians belong to the Church family which includes the school, parish and diocese
- Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation
- The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness
- The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment

Personal Relationships

Pupils should be taught:

- How to maintain positive relationships and strategies to use when relationships go wrong
- There are different types of relationships including those between acquaintances, friends, relatives and family
- Marriage represents a formal and legally recognised commitment
- For the Church, marriage has a special significance as one of the sacraments
- The characteristics of a healthy family life.
- How to make informed choices in relationships and that choices have positive, neutral and negative consequences
- An awareness of bullying (including cyber-bullying) and how to respond
- About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond
- To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurised
- About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes

Keeping safe and people who can help me

Pupils should be taught:

Keeping safe

- To recognise their increasing independence brings increased responsibility to keep themselves and others safe
- How to use technology safely
- That not all images, language and behaviour are appropriate
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- Importance of seeking and giving permission in relationships

People who can help me

- That there are a number of different people and organisations they can go to for help in different situations and how to contact them
- How to report and get help if they encounter inappropriate materials or messages
- To keep asking for help until they are heard

Theme 3: Created to live in community - local, national & global (this explores the individual's relationships with the wider world)
EYFS and Key Stage 1

Education in Virtue

In a Catholic school, pupils are growing to be:

- Just and fair in their treatment of other people, locally, nationally and globally
- People who serve others, locally, nationally and globally
- Active in their commitment to bring about change

In order to achieve these, pupils should be taught:

Religious understanding of the importance of human communities

Pupils should be taught:

- That God is Father, Son and Holy Spirit
- Some scripture illustrating the importance of living in community
- Jesus' teaching on who is my neighbour

Living in the wider world

Pupils should be taught:

- That they belong to various communities such as home, school, parish, the wider local community and the global community
- That their behaviour has an impact on the communities to which they belong
- That people and other living things have needs and that they have responsibilities to meet them;
- About what harms and improves the world in which they live
- How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands

Theme 3: Created to live in community - local, national & global (this explores the individual's relationships with the wider world)

Key Stage 2

Education in Virtue

In a Catholic school, pupils are growing to be:

- Just, understanding the impact of their actions locally, nationally and globally
- Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally
- Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally

In order to achieve these, pupils should be taught:

Religious understanding of the importance of human communities

Pupils should be taught:

- God is Trinity – a communion of persons
- The key principles of Catholic Social Teaching
- The Church is the Body of Christ

Living in the wider world

Pupils should be taught:

- That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)
- That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers
- That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread
- About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another

****From September 2020, the Health Education and Relationships Education (primary) aspects of PSHE education will be compulsory in all Primary schools.***

The following outlines expected coverage by the end of Primary school;

Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

**Each statement has been assigned a code (RE1, RE2, RE3 etc.) so that they can be easily cross referenced and evidenced.*

By the end of primary school:

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability (RE1)
- 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 (RE2)
- 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. (RE3)
- 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. (RE4)
 - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (RE5)
 - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (RE6)

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends (RE7)
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (RE8)
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (RE9)
- 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. (RE10)
- 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. (RE11)

Respectful relationships

Pupils should know

- 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. (RE12)
- practical steps they can take in a range of different contexts to improve or support respectful relationships. (RE13)
- the conventions of courtesy and manners. (RE14)
- the importance of self-respect and how this links to their own happiness. (RE15)
- 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. (RE16)
- 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. (RE17)
- what a stereotype is, and how stereotypes can be unfair, negative or destructive. (RE18)
- the importance of permission-seeking and giving in relationships with friends, peers and adults. (RE19)

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not. (RE20)
- 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. (RE21)
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (RE22)
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (RE23)

- how information and data is shared and used online. (RE24)

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). (RE25)
- 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. (RE26)
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (RE27)
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. (RE28)
- how to recognise and report feelings of being unsafe or feeling bad about any adult. (RE29)
- how to ask for advice or help for themselves or others, and to keep trying until they are heard. (RE30)
- how to report concerns or abuse, and the vocabulary and confidence needed to do so. (RE31)
- where to get advice e.g. family, school and/or other sources. (RE32)

Health Education (Primary)

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

**Each statement has been assigned a code (HE1, HE2, HE3 etc.) so that they can be easily cross referenced and evidenced.*

By the end of primary school:

Mental wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health. (HE1)
- 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. (HE2)
- 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. (HE3)
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (HE4)
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. (HE5)
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (HE6)
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (HE7)
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. (HE8)
- 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). (HE9)
- 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. (HE10)

Internet safety and harms

Pupils should know

- that for most people the internet is an integral part of life and has many benefits. (HE11)
- 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. (HE12)
- 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. (HE13)
- why social media, some computer games and online gaming, for example, are age restricted. (HE14)
- 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. (HE15)
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. (HE16)
- where and how to report concerns and get support with issues online. (HE17)

Physical health and fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle. (HE18)
- 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. (HE19)

- the risks associated with an inactive lifestyle (including obesity). (HE20)
- how and when to seek support including which adults to speak to in school if they are worried about their health. (HE21)

Healthy eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content). (HE22)
- the principles of planning and preparing a range of healthy meals. (HE23)
- 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). (HE24)

Drugs, tobacco and alcohol

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (HE25)

Health and prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (HE26)
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (HE27)
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (HE28)
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (HE29)
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (HE30)
- the facts and science relating to allergies, immunisation and vaccination (HE31)

Basic first aid

Pupils should know

- how to make a clear and efficient call to emergency services if necessary. (HE32)
- concepts of basic first-aid, for example dealing with common injuries, including head injuries. (HE33)

Changing adolescent body

Pupils should know

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (HE34)
- about menstrual wellbeing including the key facts about the menstrual cycle. (HE35)

Progression within Relationships Education, Relationships and Sex Education and Health Education

Early Years to Key Stage Two

The following grids incorporate both the guidelines from the Catholic Education Service (Autumn 2019) and the statutory requirements from the DFE regarding Health Education (HE) and Relationships Education (RE) (September 2020)

***From September 2020, the Health Education (HE) and Relationships Education (RE) aspects of PSHE education will be compulsory in all schools. The following grids have been annotated in bold text with the respective code to further evidence coverage of each of these areas.**

	EYFS	KSI	LKS2	UKS2
Theme 1: Created and Loved by God	I know: That I am made by God	I know: That I am special because I am made and loved by God	I know: That life is precious and given by God	I know: That we are all children of God and made in God's image and likeness
	What I am good at	That I have individual gifts, talents and abilities, given by God	That God wants me to use my individual gifts, talents and abilities	That each person has a purpose in the world and that God has created me for a particular purpose which involves commitment and self-giving (vocation)
	Talk about the good things in my life RE1, RE14	Give thanks for the good things in my life RE1, RE14	Be grateful to others for the good things in my life RE1, RE14	Demonstrate my gratitude to others for the good things in my life through words and actions RE1, RE14
	I know: That I am living and growing	I know: That babies change and grow and that there are life stages from conception to death	I know: That my body is changing as I grow and some of the changes that occur throughout life HE34	I know: The changes that occur at each stage of a human being's life (including childhood, adolescence, adulthood, old age) and specifically the changes which occur during puberty HE34
	That a baby grows inside its mother's womb before birth	That a baby moves as it grows in its mother's womb	How a baby grows and develops in its mother's womb	About the week by week development of the baby in its mother's womb
	Be patient when I do not always get what I want straight away RE13	Accept that I do not always get what I want	Accept that I do not always get what I want and show an awareness of why this is RE13	Be self-disciplined and able to delay or even deny myself RE13
	I can: Identify living things	I can: Identify the needs of people and other living things	I can: Describe the needs of people and other living things, including the need to reproduce	How human life is conceived in the womb, including the language of sperm and ova and about the nature and role of menstruation in the fertility cycle HE35
	Name similarities and differences between myself and others	Describe the similarities and differences between different people (general)	Describe the similarities and differences between girls and boys (specific) and correctly name the main external parts of the male and female body and their functions RE27	About the differences between boys and girls with regard to puberty and reproduction RE27, HE34

EYFS	KSI	LKS2	UKS2
Keep clean by washing and drying my hands HE24, HE25	Say what I should do to keep my body healthy, (exercise, food, teeth, sleep, keeping clean) HE19, HE22, HE24	Describe a healthy life-style, including physical activity, dental health, healthy eating, sleep and hygiene HE19, HE20, HE22, HE23, HE24, HE25	About the impact that poor lifestyle choices can have on my health including physical activity, dental health, healthy eating, sleep, hygiene, drugs and alcohol. The facts and science relating immunisation and vaccination HE19, HE20, HE22, HE23, HE24, HE25
I know: What I like and dislike RE19	I know: That we all have different likes and dislikes RE9, RE19	I can: Confidently say what I like and dislike RE9, RE19	I can: Be confident in my relationships with my peers in various situations, including online RE9, RE19
I can: Say how I feel at different times HE3	I can: Name happy and sad times in my life HE3	I can: Describe the wider range of my feelings HE3	I can: Describe how my emotions may change and intensify as I grow and move through puberty HE3, H34
			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. HE10
			I know: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body HE26
		Describe changes that happen in life e.g. loss, separation, divorce and bereavement RE4, RE6	Describe some of the varied emotions that accompany the changes that happen in life, e.g. loss, separation, divorce and bereavement RE4, RE6, HE34
	Talk about my mood and know that how I am feeling is a normal part of daily life HE1, HE2	Describe some ways to maintain good mental health (exercise, diet, sleep, company) HE1, HE2, HE5, HE6, HE22, HE23, HE18, 19, 20, 28	Describe the impact that poor lifestyle choices can have on mental health and how exercise, fresh air, company (Including helping others), hobbies, good diet and sleep can support mental well-being. HE1, HE2, HE5, HE6, HE22, HE23, HE18, 19, 20, 28

	EYFS	KSI	LKS2	UKS2
	<p>I can: Say 'please' and 'thankyou' RE14, RE28</p>	<p>I can: Be courteous, for example, remembering to say, 'please' and 'thank you' without prompting RE14, RE25, RE28</p>	<p>I can: Be courteous, showing good manners at home and in school RE14, RE25, RE28</p>	<p>I can: Be courteous in my dealings with friends and strangers RE14, RE23, RE25, RE28</p>
	<p>Say 'sorry' RE2, RE8, RE10</p>	<p>Be forgiving, able to say sorry to mend relationships RE2, RE8, RE10, RE13</p>	<p>Be forgiving, able to say sorry and not hold grudges against those who have hurt me RE2, RE8, RE10, RE13</p>	<p>Be forgiving, developing the skills to allow reconciliation in relationships RE2, RE8, RE10, RE13</p>
	<p>Show care for others RE8, RE30</p>	<p>Be caring, aware of the needs of others RE8, RE30</p>	<p>Be caring, aware of the needs of others and responding to those needs RE8, RE30, HE32</p>	<p>Be compassionate, able to empathise with the suffering of others and displaying the generosity to help RE8, RE30, HE32</p>
	<p>I know: Who can help me in school RE13, 29, 30, 32. HE9, 18, 21</p>	<p>I know: Who to go to if I am worried or need help RE13, 17, 29, 30, 31,32. HE7, 9, 18, 21</p>	<p>I know: That I can go to a number of different people for help in different situations. RE13, 17, 29, 30, 31,32. HE7, 9, 18, 21</p>	<p>I know: That there are a number of different people and organisations I can go to for help in different situations and how to contact them RE13, 17, 29, 30, 31,32. HE7, 9, 18, 21</p>
	<p>That I belong to a family and can name my family members RE3, RE12</p>	<p>That healthy families love, care and protect one another and that there are different family structures and these should be respected. RE3, RE12</p>	<p>That there are different types of relationships including those between acquaintances, friends, relatives and family RE3, RE12</p>	<p>About the importance of living in right relationship with the range of national, regional, religious and ethnic identities in the United Kingdom and beyond, respecting diversity RE3, RE12</p>
	<p>I can: Identify special people (family, carers, friends) in my life RE1, 8</p>	<p>I can: Recognise what makes people special RE1, 8</p>	<p>I can: Show care and concern for the special people in my life RE1, 8</p>	<p>I can: Show care and concern for the special people in my life and put their needs before my own RE1, 8, 16</p>
	<p>When people are being unkind to me and others and how to respond RE17, 19.</p>	<p>That there are different types of teasing and bullying which are wrong and unacceptable and how to respond RE17, 19, 22.</p>	<p>What bullying is (including cyber-bullying) and how to respond RE17, 19, 22, 23</p>	<p>How to report and get help if I encounter inappropriate materials or messages RE17, 19, 22, 23</p>
		<p>Get adult help if someone is hurt HE32, 33</p>	<p>Make a clear and efficient call to emergency services if necessary HE32, 33</p>	<p>Describe some basic first-aid, dealing with common injuries HE32, 33</p>
		<p>Recognise the characteristics of positive and negative relationships RE11, 13, 19, 26, 28, 29</p>	<p>The difference between good and bad secrets RE11, 13, 19, 26, 28, 29</p>	<p>How to make informed choices in relationships RE11, 13, 19, 23, 26, 28, 29</p>
		<p>How to use simple rules for resisting pressure when I feel unsafe or uncomfortable RE21, 22.</p>	<p>How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online RE20, 21, 22, 23.</p>	<p>That my increasing independence brings increased responsibility to keep myself and others safe RE20, 21, 22, 23.</p>

EYFS	KSI	LKS2	UKS2
That God loves me and I can talk to God through prayer	That prayer is listening to God as well as talking to Him	That I can spend time with God in prayer by myself and with others which helps me in life	That prayer and worship nourish my relationship with God and support my relationships with others
That Jesus cares for me and I am part of God's family RE5, RE7	That Catholics belong to the Church family and that Jesus cares for all RE5, RE7	That belonging to the Church family means that I should love other people in the same way as Jesus does RE5, RE7	That the Church is the Body of Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching) RE5, RE7
That Jesus tells us to love one another RE1, RE2, RE7, RE8, RE13	That Jesus tells us to forgive one another RE1, RE2, RE7, RE8, RE13	That following Jesus' teaching on forgiveness can help me in my relationships my friends RE1, RE2, RE5, RE7, RE8, RE10, RE13	The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus' teaching on forgiveness RE1, RE2, RE5, RE7, RE8, RE10, RE13
	Describe how to keep safe in the sun HE27	Describe how and why to keep safe in the sun HE27	About the impact of unsafe exposure to the sun and how to reduce the risk of sun damage HE27
	Look after myself and show respect to others RE3, RE4, RE8, RE12, RE15, RE16, RE18	Be respectful of myself and others, recognising differences RE3, RE4, RE8, RE12, RE15, RE16, RE18	Be respectful of my own and others uniqueness, demonstrating respect for difference (Protected Characteristics) RE3, RE4, RE8, RE12, RE15, RE16, RE18
	Be honest, able to tell the truth about my actions RE8, RE26	Be honest, able to be truthful in my relationships with others RE8, RE26	Be honest, striving to live truthfully and with integrity, using good judgement RE8, RE26
	Manage my feelings and behaviour HE4	Cope with natural negative emotions and show resilience following setbacks HE4, RE11	Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges HE4, RE11
	That how I act can have consequences RE19, HE8	I know: That some behaviour is unacceptable RE19, HE8	I know: That some behaviour is unacceptable, unhealthy or risky RE19, HE8
	How my behaviour affects other people and that there are appropriate and inappropriate behaviours RE11, 13, 19, 26, 28, 29	That not all images, language and behaviour are appropriate RE11, 13, 19, 26, 28, 29	How to use technology safely RE11, 13, 19, 23, 26, 28, 29

	EYFS	KSI	LKS2	UKS2
			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. HE12	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. HE12
			Why social media, some computer games and online gambling, for example, are age restricted. HE14	Why social media, some computer games and online gambling, for example, are age restricted. HE14
			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 HE15	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 HE15
			How to be a discerning consumer of information online, including understanding that information, including that from search engines is ranked, selected and targeted. HE16	How to be a discerning consumer of information online, including understanding that information, including that from search engines is ranked, selected and targeted. HE16

	EYFS	KSI	LKS2	UKS2
	To explore who my neighbour is – locally / globally.	Recognise that I belong to a variety of communities locally, nationally and globally RE8	Show concern for the communities to which I belong, aware that my behaviour has an impact upon them RE8, 16	Be just and fair, acting with integrity to show understanding of the impact of my actions locally, nationally and globally RE8, 16
	Right and wrong actions.	That how I act can have consequences RE19, HE8	I know: That some behaviour is unacceptable RE19, HE8	I know: That some behaviour is unacceptable, unhealthy or risky RE19, HE8
	To make the sign of the cross	To make, and understand the meaning of the sign of the cross.	To know: That God is Trinity	To know: That God is Trinity, a communion of persons.
	Show friendly behaviour towards others RE8, 9, 16	Be friendly and can make friends RE8, 9	Be friendly, able to make and keep friends. RE8, 9, 16	Be loyal, able to develop and sustain friendships RE8, 9, 16
	Ask questions about the wider world RE30	Show awareness of differences between my life and others in the wider world RE30, 31	Identify injustices in the wider world RE30, 31	Speak out about injustice in the wider world and what I can do to help RE30, 31
	That Jesus tells us to love one another RE1, RE2, RE7, RE8, RE13	That Jesus tells us to forgive one another RE1, RE2, RE7, RE8, RE13	That following Jesus’ teaching on forgiveness can help me in my relationships my friends RE1, RE2, RE5, RE7, RE8, RE10, RE13	The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus’ teaching on forgiveness RE1, RE2, RE5, RE7, RE8, RE10, RE13
	Show care for others RE8, RE30	Be caring, aware of the needs of others RE8, RE30	Be caring, aware of the needs of others and responding to those needs RE8, RE30, HE32	Be compassionate, able to empathise with the suffering of others and displaying the generosity to help RE8, RE30, HE32
	Talk about the good things in my life RE1, RE14	Give thanks for the good things in my life RE1, RE14	Be grateful to others for the good things in my life RE1, RE14	Demonstrate my gratitude to others for the good things in my life through words and actions RE1, RE14
				That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)

	EYFS	KSI	LKS2	UKS2
	Talk about how we can help the world	That their behaviour has an impact on the communities to which they belong	That their behaviour, and that of others has an impact on the communities to which they belong	That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers
	Talk about what harms and improves the world in which they live	How diseases are spread, and the responsibilities they have for their own health and that of others e.g. washing hands	How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands	That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread
	We are all special and unique	Importance of living in right relationship with one another	About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another	About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another