

RSE PROGRESSION FRAMEWORK – St. Mary’s Catholic Primary School

Families and People Who Care For Me		
	LEYs	UEYs
<p>By the end of Primary School Children should know:</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 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. 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. 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. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to 	<p><u>Who’s Who</u> 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 of ‘special people’ and telling them if something is troubling them 	
	<p>Year One</p> <p><u>Special people</u> Children will learn:</p> <ul style="list-style-type: none"> -To identify ‘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. 	<p>Year Two</p>
	<p>Year Three</p> <p><u>Friends, Families and Others</u> 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, relatives and family 	<p>Year Four</p>
	<p><u>When Things Feel Bad</u></p>	

<p>belifelong.</p> <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Children will learn:</p> <ul style="list-style-type: none"> -Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; -Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond. 	
	<p>Year Five</p>	<p>Year Six</p> <p><u>Boys and Girls Bodies</u> Children will learn:</p> <ul style="list-style-type: none"> -That human beings are different to other animals; -About the unique growth and development of humans, and the changes that girls will experience during puberty; -About 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 <p><u>Making Babies</u> Children will learn:</p> <ul style="list-style-type: none"> -How a baby grows and develops in its mother's womb. -About marriage and declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong -To recognise other shared characteristics of healthy family life, including commitment, care

Caring Friendships

Caring Friendships		
	LEYs	UEYs
<p>By the end of Primary School Children should know:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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 	<p><u>You've Got a Friend in Me</u> Children will learn:</p> <ul style="list-style-type: none"> - 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 <p><u>Forever Friends</u> Children will learn:</p> <ul style="list-style-type: none"> -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 <p><u>I Like You Like, We All Like</u> Children will learn:</p> <ul style="list-style-type: none"> - That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) -That it is natural for us to relate to and trust one another 	<p><u>Let's Get Real</u> Children will learn:</p> <ul style="list-style-type: none"> -Simple strategies for managing emotions and behaviour -That we have choices and these choices can impact how we feel and respond. - We can say sorry and forgive like Jesus
	Year One	Year Two
	<p><u>Treat others Well</u> Children will learn:</p> <ul style="list-style-type: none"> -How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; 	<p><u>Super Susie gets Angry</u> Children will learn:</p> <ul style="list-style-type: none"> -Simple strategies for managing feelings and for good behaviour;

	<p>-The characteristics of positive and negative relationships; -Different types of teasing and that all bullying is wrong and unacceptable.</p>	<p>-That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</p>
	Year Three	Year Four
	<p><u>Jesus my Friend</u> 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. -We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. <p><u>Friends Families and Others</u> 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, relatives and family; -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'. 	
	Year Five	Year Six
	<p><u>Self-Talk</u> Children will learn:</p>	<p><u>Peculiar Feeling (Funny Feeling)</u> Children will learn:</p>

	<p>-Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; -Apply this approach to personal friendships and relationships.</p>	<p>-To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. -That some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p>Gifts and Talents Children will learn:</p> <p>-Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; -Self-confidence arises from being loved by God (not status, etc)</p>
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Respectful Relationships

Respectful Relationships		
	LEYs	UEYs
<p>By the end of Primary School Children should know:</p> <ul style="list-style-type: none"> 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. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. 	<p><u>Forever Friends</u> Children will learn:</p> <ul style="list-style-type: none"> -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. <p><u>Role Model</u> Children will learn:</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 	<p><u>I am Me</u> Children will learn:</p> <ul style="list-style-type: none"> -We are each unique, with individual gifts, talents and skills. -Whilst we all have similarities because we are made in God's image, difference is part of God's plan! <p><u>Let's Get Real</u> Children will learn:</p> <ul style="list-style-type: none"> -Simple strategies for managing emotions and behaviour -That we have choices and these choices can impact how we feel and respond. -We can say sorry and forgive like Jesus <p><u>Me You and Us</u></p>

<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 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. 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. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p><u>I Like, You Like, We All Like</u> Children will learn:</p> <ul style="list-style-type: none"> -That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) -That it is natural for us to relate to and trust one another 	<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
	<p>Year One</p> <p><u>Who is My Neighbour</u> Children will learn:</p> <ul style="list-style-type: none"> -To know 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. <p><u>The Community We Live In</u> 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; -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 we live <p><u>Treat others Well</u> Children will learn:</p>	<p>Year Two</p> <p><u>I am Unique (ME)</u> Children will learn:</p> <ul style="list-style-type: none"> -To learn that we are unique, with individual gifts, talents and skills. <p><u>Feelings Likes and Dislikes</u> Children will learn:</p> <ul style="list-style-type: none"> -That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); -A language to describe our feelings

	<ul style="list-style-type: none"> -How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; -The characteristics of positive and negative relationships; -Different types of teasing and that all bullying is wrong and unacceptable 	
	Year Three	Year Four
	<p><u>When Things Feel Bad</u> Children will learn:</p> <ul style="list-style-type: none"> -Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; <p><u>How Do I Love Others</u> Children will learn:</p> <ul style="list-style-type: none"> -To know that God wants His Church to love and care for others. -To devise practical ways of loving and caring for others 	<p><u>We don't have to be the same</u> Children will learn:</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) <p><u>I am Thankful</u> Children will learn:</p> <ul style="list-style-type: none"> -Some behaviour is wrong, unacceptable, unhealthy and risky; -Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.
	Year Five	Year Six
	<p><u>Cyber Bullying</u> Children will learn:</p> <ul style="list-style-type: none"> -What the term cyberbullying means and examples of it; -What cyberbullying feels like for the victim; -How to get help if they experience cyberbullying. <p><u>Do You Want a Piece of Cake</u> Children will learn:</p>	<p><u>Gifts and Talents</u> Children will learn:</p> <ul style="list-style-type: none"> -Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; -Self-confidence arises from being loved by God (not status, etc). <p><u>Peculiar Feelings</u></p>

	<p>-Understand what consent and bodily autonomy means; -Discuss and reflect on different scenarios in which it is right to say 'no'</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> -To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. -That some behaviour is wrong, unacceptable, unhealthy or risky <p><u>Body Image</u> Children will learn:</p> <ul style="list-style-type: none"> -To recognise 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
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Online Relationships

Online Relationships		
	LEYS	UEYs
<p>By the end of Primary School Children should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including bypretending to be someone they are not. • 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. • the rules and principles for 	<p><u>Safe Inside Outside</u> Children will learn:</p> <ul style="list-style-type: none"> -About safe and unsafe situations indoors and outdoors, including online. -That they can ask for help from their special people 	
	Year One	Year Two
	<p><u>Being Safe</u> Children will learn:</p> <ul style="list-style-type: none"> -To understand safe and unsafe situations, including online. 	
	Year Three	Year Four
<p><u>Safe Online</u></p>		

<p>keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online 	<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. <p><u>Chatting Online</u> Children will learn:</p> <ul style="list-style-type: none"> -How to use technology safely; -That bad language and bad behaviour are inappropriate; -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. 	
	<p>Year Five</p> <p><u>Cyberbullying</u> Children will learn:</p> <ul style="list-style-type: none"> -What the term cyberbullying means and examples of it; -What cyberbullying feels like for the victim; -How to get help if they experience cyberbullying. <p><u>Sharing Isn't Always Caring</u> 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. 	<p>Year Six</p>

	<p>-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.</p> <p>-How to report and get help if they encounter inappropriate materials or messages.</p>	
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Being Safe

<p>By the end of Primary School Children should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	LEYS	UEYs
	<p><u>My Body, My Rules</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> -To know 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 	<p><u>You have got a friend in me</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> -The characteristics of positive and negative relationships -About different types of teasing and that all bullying is wrong and unacceptable
	Year One	Year Two
	<p><u>Being Safe</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> -To understand safe and unsafe situations, including online -Children will learn: <p><u>Physical Contact</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> -To know 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 <p><u>Good and bad Secrets</u></p> <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; 	

<ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	-How to resist pressure when feeling unsafe.	
	Year Three	Year Four
		<u>Respecting Our Bodies</u> Children will learn: -About the 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
	Year Five	Year Six
	<u>Making Good Choices</u> Children will learn: - Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies	<u>Types of Abuse</u> Children will learn: -To judge well what kind of physical contact is acceptable or unacceptable and how to respond. -That there are different people we can trust for help, especially those closest to us who care for us

Mental Wellbeing		
By the end of Primary School Children should know: <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • how to recognise and talk about their emotions, including having a 	LEYs	UEYs
	<u>You Have Got a Friend in Me</u> Children will learn: - 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	<u>Good and Bad Feelings</u> Children will develop: - A language to describe their feelings - An understanding that everyone experiences feelings, both good and bad - Simple strategies for managing feelings <u>Ready Teddy</u> Children will learn: - What constitutes a healthy lifestyle, including exercise -
	Year One	Year Two
		Feelings Inside Out

<ul style="list-style-type: none"> • varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • it is common for people to experience mental ill health. For many people who do, the problems 		<p>Children will learn:</p> <ul style="list-style-type: none"> -Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.
	Year Three	Year Four
		<p><u>What Am I Feeling</u> Children will learn:</p> <ul style="list-style-type: none"> -That emotions change as they grow up (including hormonal effects); -To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; -What emotional well-being means; -Positive actions help emotional well-being (beauty, art, etc. lift the spirit); -Talking to trusted people help emotional well-being. <p><u>I Am Thankful!</u> Children will learn:</p> <ul style="list-style-type: none"> -Some behaviour is wrong, unacceptable, unhealthy and risky; -Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.
	Year Five	Year Six
	<p><u>Under pressure</u> Children will learn:</p> <ul style="list-style-type: none"> -Pressure comes in different forms, and what those different forms are; -There are strategies that they can adopt to resist pressure 	<p><u>Emotional Changes</u> Children will learn:</p> <ul style="list-style-type: none"> -Emotions change as they grow up (including hormonal effects);

<p>can be resolved if the right support is made available, especially if accessed early enough.</p>	<p><u>Sharing Isn't Always Caring</u> Children will learn:</p> <p>-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.</p>	<p>-To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; -About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being</p> <p><u>Peculiar Feelings (Funny Feelings)</u> Children will learn:</p> <p>-To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. -That some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p><u>Body Image</u> Children will learn:</p> <p>-To recognise 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</p>
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Internet Safety and Harms		
	LEYs	UEYs
<p>By the end of Primary School Children should know:</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	<p><u>Safe Inside and Outside</u> Children will learn:</p> <p>- About safe and unsafe situations indoors and outdoors, including online. -That they can ask for help from their special people.</p> <p><u>Year One</u> <u>Being Safe</u></p>	<p><u>Year Two</u></p>

<ul style="list-style-type: none"> • 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. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online 	<p>Children will learn:</p> <ul style="list-style-type: none"> -To understand safe and unsafe situations, including online. 	
	<p>Year Three</p> <p><u>Sharing Online</u> 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. <p><u>Chatting Online</u> Children will learn:</p> <ul style="list-style-type: none"> -How to use technology safely; -That bad language and bad behaviour are inappropriate; -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. 	<p>Year Four</p> <p><u>What Am I looking At</u> Children will learn:</p> <ul style="list-style-type: none"> -To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.
	<p>Year Five</p>	<p>Year Six</p> <p><u>Seeing Stuff Online</u> Children will learn:</p> <ul style="list-style-type: none"> -The difference between harmful and harmless videos and images; -The impact that harmful videos and images can have on young minds; -Ways to combat and deal with viewing harmful videos and image.

Physical Health and Fitness

<p>By the end of Primary School Children should know:</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an activelifestyle. 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. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health 	LEYs	UEYs
	<p><u>Head, Shoulders, Knees and Toes</u> Children will learn:</p> <ul style="list-style-type: none"> -That their bodies are good and made by God -The names of the parts of the body (not genitalia) 	<p><u>Ready teddy</u> Children will learn:</p> <ul style="list-style-type: none"> -That our bodies are good and we need to look after them -What constitutes a healthy lifestyle, including exercise
	Year One	Year Two
		<p><u>Clean and healthy</u> Children will learn:</p> <ul style="list-style-type: none"> -Our bodies are good and we need to look after them; -What constitutes a healthy lifestyle, including physical activity
	Year Three	Year Four
		<p><u>Respecting Our Bodies</u> Children will learn:</p> <ul style="list-style-type: none"> -About the 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
Year Five	Year Six	
	<p><u>Spots and Sleep</u> Pupils will learn:</p> <ul style="list-style-type: none"> -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 	

Healthy Eating

<p>By the end of Primary School Children should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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). 	LEYs	UEYs
		<p><u>Ready Teddy</u> Children will learn:</p> <ul style="list-style-type: none"> - That our bodies are good and we need to look after them - What constitutes a healthy lifestyle, including diet
	Year One	Year Two
		<p><u>Clean and Healthy</u> Children will learn:</p> <ul style="list-style-type: none"> - Our bodies are good and we need to look after them; - What constitutes a healthy lifestyle, including healthy eating; - Children will know what is necessary to stay healthy
	Year Three	Year Four
		<p><u>Respecting Our Bodies</u> Children will learn:</p> <ul style="list-style-type: none"> - About the need to respect and look after their bodies as a gift from God through what they eat and what they physically do.
Year Five	Year Six	
<p><u>Impacted Lifestyle</u> Children will learn:</p> <ul style="list-style-type: none"> - Learn how to make good choices about substances that will have a positive impact on their health. - Know that our bodies are created by God, so we should take care of them and be careful about what we consume. 	<p><u>Spots and Sleep</u> Children will learn:</p> <ul style="list-style-type: none"> - How to make good choices that have an impact on their health 	

Drugs, Alcohol and Tobacco

<p>By the end of Primary School Children should know:</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	Year One	Year Two
	<p><u>Harmful Substances</u> Children will learn:</p> <ul style="list-style-type: none"> -Medicines are drugs, but not all drugs are good for us. -Alcohol and tobacco are harmful substances. -Our bodies are created by God, so we should take care of them and be careful about what we consume 	
	Year Three	Year Four
	<p><u>Drugs, Alcohol and Tobacco</u> Children will learn:</p> <ul style="list-style-type: none"> -Medicines are drugs, but not all drugs are good for us. -Alcohol and tobacco are harmful substances. - Our bodies are created by God, so we should take care of them and be careful about what we consume 	
	Year Five	Year Six
	<p><u>Making Good Choices</u> Children will learn:</p> <ul style="list-style-type: none"> -Recognise how 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 	<p><u>Impacted Lifestyles</u> Children will learn:</p> <ul style="list-style-type: none"> - Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. - Learn how to make good choices about substances that will have a positive impact on their health. - Know that our bodies are created by God, so we should take care of them and be careful about what we consume

Health and Prevention

<p>By the end of Primary School Children should know:</p>	LEYS	UEYs
	<p><u>Feeling Poorly</u> Children will learn:</p>	<p><u>Ready Teddy</u> Children will learn:</p>

<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. 	<ul style="list-style-type: none"> - Medicines should only be taken when a parent or doctor gives them to us. - Medicines are not sweets. - We should always try to look after our bodies because God created them and gifted them to us 	<ul style="list-style-type: none"> - That our bodies are good and we need to look after them - What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene
	Year One	Year Two
	<u>Harmful Substances</u> Children will learn:	<u>Clean and healthy</u> Children will learn:
	<ul style="list-style-type: none"> - Our bodies are created by God, so we should take care of them and be careful about what we consume 	<ul style="list-style-type: none"> - Our bodies are good and we need to look after them; - 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.
	Year Three	Year Four
	<u>Drugs, Alcohol and Tobacco</u> Children will learn:	<u>Respecting Our Bodies</u> Children will learn:
<ul style="list-style-type: none"> - Medicines are drugs, but not all drugs are good for you 	<ul style="list-style-type: none"> - About the 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 	
Year Five	Year Six	
	<u>Spots and Sleep</u> Children will learn:	
	<ul style="list-style-type: none"> - About the 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 	

Basic First Aid		
: By the end of Primary School Children should know:	LEYs	UEYs
	<u>People Who Help Us</u> Children will learn: <ul style="list-style-type: none"> - There are lots of jobs designed to help us. 	

<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<ul style="list-style-type: none"> - Paramedics help us in a medical emergency. - First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance 	
	Year One	Year Two
	<u>Can You Help Me?</u> Children will learn: <ul style="list-style-type: none"> - They should call 999 in an emergency and ask for ambulance, police and/or fire brigade - 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 	
	Year Three	Year Four
	<u>First Aid Heroes</u> Children will learn: <ul style="list-style-type: none"> - In an emergency, it is important to remain calm. - Quick reactions in an emergency can save a life - Children can help in an emergency using their First Aid knowledge. 	
	Year Five	Year Six
<u>Giving Assistance</u> Children will learn: <ul style="list-style-type: none"> - 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. 		

Changing Adolescent Body

	Year Three	Year Four
<p>By the end of Primary School Children should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 		<p><u>Changing Bodies</u> Children will learn:</p> <ul style="list-style-type: none"> - Learn correct naming of genitalia; - Learn what changes will happen to boys during puberty; - Learn what changes will happen to girls during puberty <p><u>What is Puberty</u> Children will learn:</p> <ul style="list-style-type: none"> - Learn what the term puberty means; - Learn when they can expect puberty to take place; - Understand that puberty is part of God's plan for our bodies
	Year Five	Year Six
	<p><u>Calming the Storm</u> Children will learn:</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! 	<p><u>Calming the Storm</u> Children will learn:</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! <p><u>Boy's Body/ Girl's Body</u> Children will learn:</p> <ul style="list-style-type: none"> - That human beings are different to other animals; - About the unique growth and development of humans, and the changes that girls and Boys will experience during puberty;

		<ul style="list-style-type: none">- About 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. <p><u>Menstruation</u></p> <p>Children will learn:</p> <ul style="list-style-type: none">- About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;- Some practical help on how to manage the onset of menstruation.
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