Learning and loving with Christ as our teacher

EYFS RSE & PSHE Overview

Term	Content	Statements covered	End points	Key vocabulary
Autumn 1	**Beginning of Year** **Session Length – 30 min** Learning Objectives for the half term The pupils will learn • The expectations for the classroom • Class promises	• We all work together and follow our class promises.	**End points** Children will • Know the class promises • Follow the class promises	class promises, rules, work together **Virtues to be developed** Kindness Love Harmony
Autumn 1	**Beginning of Year** **Session Length – 30 min** Learning Objectives for the half term The pupils will learn • We will be able to identify our safe people. Create a Protective Behaviour hand of safe people for the class.	• We will be able to name someone we would talk to if we were worried or upset.	**End points** Children will • Be able to identify at least one safe person who they would talk to if they were worried or upset.	safe people, worries, sad, upset **Virtues to be developed** Confidence Reflection
Autumn 1	**EYFS Module 1 Unit 1- Handmade With Love** **Session Length:** 5 sessions over 5 days, each lasting 10-15 minutes Let the children come **Learning Objectives for the week:** Children will learn: • 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!	- In the first three days of creation, God creates day and night, sea and sky, land and plants. - The fourth day of creation, God creates the sun, moon and stars. - The fifth day of creation, God creates fish and birds. - The sixth and seventh days of creation, God creates humans and then rests.	**End points for the week** Children will: • Actively engage with the story, activities and discussions each day • Be able to recall and articulate their learning about creation 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.	creation, God, dark, still, light, daytime, night-time, sky, sea, land, plants, sun, moon, stars, fish, birds, animals, people, man, woman, Adam, Eve, children, special, earth, love, rest, one, two, three, four, five, six, seven, first, second, third, fourth, fifth, sixth **Virtues to be developed:** Gratitude Reflection Curiosity

Autumn 2	**EYFS Module 1 Unit 2 Session 1 - I Am Me** **Session Length:** 20 Min **Learning Objectives for the week:** Children will learn: • 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!	- We are all different, but all special. - The most important thing that makes us special is that we are God's children who He loves. - God made us, and He only made ONE of each of us. That is what makes us special and unique. - God made us so that we have different likes and dislikes, and we are good at doing different things! - Gifts and talents are things that we can do well and that we enjoy doing. - Skills are things that we learn and can get better and better at. - All these contribute to the wonderful, unique people God Made use to be. - All our gifts, talents and skills come from God who love use and using them well helps us to share His Love.	**End points for the week** Children will: • Engage with discussions and group activities • Be able to articulate something that makes them unique • All children will have a basic understanding of what similarities and differences are. • Most children will understand that our gifts, talents and skills contribute to our uniqueness. • 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.	similar, different, same, unique, special, God's children, love, likes, dislikes, gifts, talents, skills **Virtues to be developed** Gratitude Confidence Kindness
Autumn 2	**Anti-Bullying Week** **Learning Objectives for the week:** Children will learn: • Jesus taught us to love one another. We do this by being kind to others. • We need to all work together to spread kindness and love. • We need to all work together to stop bullying and create the best world possible.	- Jesus taught us to love one another. - We do this by being kind to others. - We need to all work together to spread kindness and love. - We need to all work together to stop bullying and create the best world possible.	**End points for the week** Children will: • Engage with discussions and group activities. • Be able to articulate how to be kind towards others. • All children will know that we should be kind to others. • Most children will be able to say at least one way that they can be kind towards others. • Some children will understand that we should work together to stop bullying.	Love, be kind to others, spread kindness, bullying, best world possible **Virtues to be developed** Kindness Respect Compassion

Autumn 2	**EYFS Module 1 Unit 2 Session 2 - Heads, Shoulders, Knees and Toes** **Session Length:** 20 Min **Learning Objectives for the week:** Children will learn: • That their bodies are good and made by God • The names of the parts of the body (not genitalia)	- God made our wonderful bodies. - We are all a bit different but we can all do amazing things with our bodies. - Our bodies are incredible gifts from God that we should take care of.	**End points for the week** Children will: • Engage with physical activities exploring movement of the body • Contribute to discussions and join in with songs • All children will explore a range of physical movements they can make with their bodies. • Most children will develop vocabulary to describe a range of different movements. • Some children will, with less prompting, be able to recall movement words, describe other things their bodies can do, and name parts of the body.	running, jumping, hopping, climbing, balancing, walking, crawling, flapping, pointing, splashing, waving, bending, stamping, shaking, smiling, talking, eating, drinking, singing, drawing, dancing, sleeping, playing, laughing, painting, building, hugging, kissing, head, hair, eyes, ears, mouth, shoulders, back, arm, fingers, thumb, nose, hand, elbow, leg, foot, knees, toes **Virtues to be developed** Gratitude Curiosity Respect
Autumn 2	**EYFS Module 1 Unit 2 Session 3 - Ready Teddy?** **Session Length**: 20 Min **Learning Objectives for the week:** Children will learn: • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene	- Ready means prepared. - We should look after our own body for our own benefit as well as for the good of others. - We have a responsibility to look after our bodies. - God asked Adam and Eve to look after all that He had created. - We have a special duty to look after the world and the bodies God Has given us. - Our bodies are wonderful gifts from God.	**End points for the week** Children will: • Engage with the story and answer questions • Take part in activities and discussions about how to look after our bodies • All children will understand the concept of being 'ready' for different things. • Most children 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 why we must look after our bodies – because they are wonderful gifts from God!	ready, prepared, responsibility, duty, body, gift, God, look, after, creation, trust, special, job, diet, exercise, sleep, keeping, clean, brush, teeth, flush the toilet, wash hands, brush hair **Virtues to be developed:** Gratitude Confidence Autonomy

Spring 1	**EYFS Module 1 Unit 3 Session 1 - I like, You Like, We All Like** **Session Length:** 20 Min **Learning Objectives for the week:** Children will learn: • We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • It is natural for us to relate to and trust one another	- We all like different things and that is fine. - God gives us gifts and talents – sometimes we really like doing those things because we're good at them. - We're all good at different things but we can't be good at everything. - We don't always have to like the things we're good at and we don't always have to be good at the things we like. - We are all unique and special because we are made and loved by God. - We all have different likes and dislikes. - These should be celebrated because they contribute to the wonderful, unique people God made us to be. - We all have similar likes or needs to be loved and respected and to feel safe. - It's good to trust one another with our likes, dislikes and feelings too.	**End points for the week** Children will: • Engage with the story and answer questions • Consider their own likes and dislikes • All children will understand that we have different likes and dislikes. • Most children will be able to confidently articulate their own likes and dislikes, and begin to show interest in the likes/dislikes of others. • 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.	like, dislike, similar, different, good, bad, gifts, talents, special, unique, loved, God, happy, share, thank you, rest, play, safe, needs, respect **Virtues to be developed:** Respect Honesty Compassion
Spring 1	**EYFS Module 1 Unit 3 Session 2 - All the Feelings** **Session Length**: 20 Min **Learning Objectives for the week:** Children will develop: • A language to describe their feelings • An understanding that everyone experiences feelings • An understanding that feelings are neither good nor bad; they give us information about what we are experiencing • Simple strategies for managing feelings	- Everyone has feelings. - Feelings happen inside us – usually when something is happening to us or around us. - Feelings can sometimes look a certain way on the outside of our bodies. - Sometimes they can make us want to act a certain way or do certain things. - Some feelings feel great. Others can feel difficult. - No feelings are good or bad, they are just information about what we are experiencing. - It is important to remember that we are alone – all the feelings we have, other people have too. - Usually difficult feelings don't last forever but if we are experiencing difficult feelings, we should always tell a trusted adult about them. - Feelings may come and go but God's love never changes. - God loves us very much and He us to love each other too. - If we see someone we care about looking sad or cross we can stop and think: what can we do to help them feel better.	**End points for the week:** • Engage with the story and answer questions • Consider their own and others' feelings and experiences • All children will understand that everyone experiences feelings. • Most children will be able to name some different feelings, and describe/demonstrate how these feelings might look on different people. • Some children will demonstrate greater compassion when considering the feelings of others, and deeper understanding about feelings as information about which they can be curious.	feelings, inside, happy, sad, angry, cross, mad, frightened, worried, surprised, difficult, pleasurable, information, trusted, adult, God's love, help, comfort, welcome **Virtues to be developed:** Curiosity Reflection Compassion

Spring 1	**EYFS Module 1 Unit 3 Session 3 - Let's Get Real** **Session Length:** 20 Min **Learning Objectives for the week:** Children will learn: • How feelings can affect actions, and that actions have consequences • 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	- Sometimes our feelings can make use want to a certain way. - Actions can in turn have an effect which is called consequences. - Sometimes we let our feelings take over our thinking. - We all get things wrong and make mistakes but when we say sorry to God, He forgives us because He loves us. - Just like God forgives us, He wants us to forgive others. - God will help us to forgive others, just like He helps us with everything! - Our feelings can lead to actions which have consequences but we always have choice over our behavior.	**End points for the week:** Children will: • Engage with the story and take part in interactive elements • Answer teacher led questions about friendship and forgiveness All children will have a basic understanding of how feelings can affect actions, and that actions have consequences. • Most children will understand that we have choice over our actions, regardless of how we are feeling. • Some children will show a deeper personal understanding of the importance of forgiveness in relationships, and be able to relate this to the example of Jesus.	feelings, actions, consequences, thinking, important, amazing, happy, proud, embarrassed, sad, left out, angry, upset, annoyed, ashamed, mean, forgiveness, behavior, mistakes, God's love **Virtues to be developed:** • Humility • Integrity • Resilience
Spring 1	**Feeling Good Week & Mental Health Week** **Session Length 20 min** **Complete activity linked to the years theme.**			
Spring 1	**EYFS Module 1 Unit 4 Session 1 - Growing Up** **Session Length: 20 Min** **Learning Objectives for the week:** Children will learn: • That there are natural life stages from birth to death, and what these are	- When you were first born, you were a baby who wore nappies, lived only on milk and slept most of the time. - Then as an older baby, you were able to sit up on your own, you started crawling and trying food for the first time. - As a toddler you began walking, playing with toys and starting to talk. - You then began missing with other children your age, learning to share and learning more words to describe what was happening around them. Older children go to school, grow taller, spend lots of time getting better at reading and writing, discover more about what they like and don't like doing. - Children grow into teenagers and go to secondary school where they have more responsibility over their learning and can choose to spend more time on their favourite subjects. Teenagers keep on growing and become more like adults. - Adults are allowed to do some things that children can't, like having jobs and starting families of their own. Adults stop growing taller, but they can keep on growing in love, kindness, generosity and lots of other things. - When adults get older, called becoming elderly, their hair might start to go grey or white	**End points for the week:** Children will: • Engage with the story • Answer teacher led questions about the different stages of life All children will be able to describe how they have grown and changed so far. • Most children will be able to describe the different natural life stages of a human. • 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.	growing, changing, life cycle, human, baby, older baby, toddler, child, older child, teenager, adult, elderly person, God's plan, responsibility, loving, kind, generous, **Virtues to be developed:** • Love • Kindness • Reflection

		and they might be more tired and need help walking.		
Spring 1	**EYFS Module 1 Unit 4 Session 2 - New Places, New Places + Classroom Shorts** **Session Length: 20 Min** **Learning Objectives for the week:** Children will learn: Children will learn: • Change is a part of growing up • Their experiences of change will help their transition to Year 1 • God is with them every step of the way as they grow and change	- Feelings often change as we get used to new situations. - Change is part of growing up. - Growing up is God's plan for us. - Our bodies will change as we grow, we will learn more, be able to do more and experience different things too. God's love for us never changes and He is with us every step of the way!	**End points for the week:** Children will: • Engage with the story • Answer teacher led questions about their experiences and feelings • Complete the Pupil Passport activity. • All children will be able to describe some experiences and feelings about their life at school. • Most children will be able to describe changes they have already experienced and changes that are to come. • Some children will understand and appreciate that God is with us as we change and grow.	change, classroom, teachers, classmates, friends, feelings, experiences, rules, routines, growing up, looking forward, Year 1, move, transition, God's love, God's plan **Virtues to be developed:** • Confidence • Resilience • Gratitude
Spring 2	**EYFS Module 2 Unit 1 -** Session 1: Role Model **Session Length:** 2 x 15 min **Learning Objectives:** Children will learn: • 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 The first part of this session helps children to understand why the Bible is so special to Christians and the second helps children to act out the Gospel account of Jesus washing His disciples' feet, showing that He loves us and is a role model for us to copy in loving one another. You might want children to complete the Day Two foot washing activity in smaller groups.	- God loves us so much that He invites us all to be part of His Family. - The Bible is about God the Father, His Son Jesus and His family. - Jesus is our ultimate role model. - Jesus loves us and He wants us to love others.	**End points:** Children will: • Play an active part in creative activities • Engage with teacher-led discussion times about how we can love others 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.	Bible, story, God's family, Jesus, role model, example, love, sharing, caring, being kind, please, thank you, helping **Virtues to be developed:** • Gratitude • Confidence • Community Awareness
Spring 2	**EYFS Module 2 Unit 2** Session 1: Who's Who? **Session Length:** 20 minutes **Learning Objectives:** Children will learn: • 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 Through an animated character called Adnan who is exploring his family tree, this session helps children learn and apply names to different family/friend/other relationships, as well as discussing 'special people' who they can trust. The session finishes with a reminder of learning from the last unit: we are all part of God's family.	- I know who the special people in my life are. - I know that family is important. - I know who I can tell if something is troubling me. - Families are different and all equally valuable. - Families provide love, security and stability for children as they grown up. - It is important for families to spend time together and share in each other's lives. - 'Special people' are people – usually adults – whom we trust and would feel comfortable talking to about anything that might upset us.	**End points:** Children will: • Engage with the film and discussions • Contribute to the family/friend/other sorting activity All children will be able to identify their 'special people'. • Most children will be able to identify different people as family, friends or other people they know. • 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.	family, friends, others, mum, dad, sister, brother, auntie, uncle, grandad, teacher, priest, cousin, gardener, police officer, post delivery person, shopkeeper, classmates, special people, trust, love, care, God's family **Virtues to be developed:** • Gratitude • Confidence • Community Awareness

Spring 2	**EYFS Module 2 Unit 2** Session 2: You've Got a Friend in Me **Session Length:** 20 minutes **Learning Objectives:** Children will learn: • 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. Through roleplay and story, this session discusses friendships with peers and the different qualities of a positive/negative relationships. Children will expand their vocabulary around this topic and learn to look to Jesus as a role model for being a good friend.	- Friends can play and friends can share. - Friends are kind and friends are fair. - Whilst everyone makes mistakes, we should offer forgiveness when we are truly sorry. - Not all relationships are positive and we should love to ourselves and move away from inappropriate behaviours. - Children should speak to their 'special people' if ever anything is worrying or upsetting them, including to do with their friendships - Jesus is the best friends and role model for friendship we could ever have. - John 13:34 "Love one another. Just as I have loved you, you also should love one another." - Jesus showed His friends love by washing their feet. He wants us to show love to others. - By being a good friend to others we show them our love.	**End points :** Children will: ● Engage with the interactive activity and discussions ● Answer teacher led questions about friendship All children will be able to describe some qualities of a good friend. ● Most children will also be able to identify inappropriate behaviours and qualities in relationships. ● Some children will demonstrate a more nuanced, personal understanding of how their behaviour affects other people, including their friends.	friend, nice, kind, friendly, generous, fair, honest, loyal, patient, trusting, caring, respectful, unkind, hurtful, mean, rough, mistakes, forgiveness, inappropriate, good/bad friend, Jesus, **Virtues to be developed:** ● Judgement ● Honesty ● Prudence
Spring 2	**EYFS Module 2 Unit 2** Session 3: Forever Friends **Session Length:** 20 minutes **Learning Objectives:** Children will learn: • 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 Through a story about Freddy Teddy struggling to share at a picnic with his friends, this session helps children consider how to resolve conflict in friendships through saying sorry and asking for/receiving forgiveness. Children will learn that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others!	- Friends can play and friends can share. - Friends are kind and friends are fair. - We all make mistakes but we can try to make things right again by saying sorry. - Forgiving others when they are truly sorry helps us to move on. - Forgiving someone can be difficult – especially if they've really hurt or upset us. - Forgiving someone starts with a choice to forgive, even if we don't feel like we want to forgive them just yet, Jesus will help with the rest. - Jesus is our role model. He showed live to His disciples and He wants us to show that love to others. - It is really important that we say sorry when we are wrong – to the people we hurt and to Jesus too. - Just like Jesus forgives us when we say sort to Him, we should forgive others. - Jesus is our 'forever friend' and we can always rely on Him to help us in our friendships.	**End points :** Children will: • Engage with the story and activities • Answer teacher led questions about forgiveness • All children will have a basic understanding of kind/unkind behaviour. • Most children will understand that to maintain friendships, they must say sorry when they make mistakes, and forgive those who hurt them. • Some children will understand that when they are unkind to others, they also hurt God and should say sorry and ask for forgiveness.	friend, kind, listen, share, care, fair, sorry, mistakes, forgiveness, choice, feeling, forget, hurt, Jesus, role model, courage, **Virtues to be developed:** Kindness Humility Sincerity

Spring 2	**EYFS Module 2 Unit 3** Session 1: What is the Internet? **Session Length:** 20 minutes **Learning Objectives:** Children will learn: ● That the internet connects us to others ● That the internet helps us in lots of ways ● Only Jesus can help us with everything Through a story about Freddy Teddy learning to use a new device, this session will serve as an introduction to the internet and how we use it – in ways that can be both positive and negative.	- The Internet is a network that connects computers to all around the world - The Internet helps us to share information and keep in touch with others. - We can use the Internet on different devices like phones, laptops and tablets. - The Internet helps us to do lots of great things like keeping in touch with others, playing games or watching videos and buying things. - As with lots of good things, we have to be careful about how much we use the Internet. This is called moderation. - Devices are not toys. - Devise are expensive so we need to be sensible with them. - We can't believe everything we see on the Internet so we have to think carefully about what we see. - There are so many things we can do without the Internet too like playing outside. - When we need help or comfort or direction, we can find our strength in Jesus who loves us and cares for us.	**End points :** Children will: ● Engage with the story and activities. ● Answer teacher led questions about life online and offline. ● All children will have a basic understanding of what the internet is. ● Most children will understand that there are positive and negative aspects to using the internet. ● Some children will demonstrate a deeper understanding that our best source of help is Jesus.	Internet, network, connect, computers, information, device, phone/smartphone, laptop, tablet, shopping, video call, YouTube, game, moderation, expensive, careful, trust, strength, gift **Virtues to be developed:** Curiosity Critical thinking Moderation
Spring 2	**EYFS Module 2 Unit 3** Session 2: Playing Online **Session Length** 20 minutes **Learning Objectives:** Children will learn: • About safe and unsafe situations online. • That they can ask for help from their special people. Following on from learning about what the internet actually is, this session introduces children to some rules to help them stay safe whilst using the internet – especially whilst playing games.	- Somethings on the Internet are not appropriate for children. - Only play games and visit websites that are intended for your age group. - Sometimes adverts will pop up when you are playing online. They might be annoying or might try to trick us into paying for things my mistake or they might try to take us to websites that are not appropriate for children. - Never click on pop-ups that you don't expect. - Being safe means taking steps to manage risks and to look after our minds and bodies. - Being safe can feel warm, comforting, reassuring, peaceful, protected, happy, free – because you know the rules and know there are adults who can help. - Ask an adult for advice on what is safe to do or play online. Tell an adult if anything happens online that you're not sure about. - We are God's children, created and loved by Him. - God gave us our bodies and minds as	**End points:** Children will: ● Engage with the story and activities ● Contribute to discussions about how to stay safe online ● All children will 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 the internet can be used safely if we know some rules to keep us safe. ● Some children will demonstrate prior knowledge about how to stay safe online, and begin to understand why God wants us to keep ourselves safe too.	Internet, network, connect, computers, information, device, phone/smartphone, laptop, tablet, safe, unsafe, appropriate, website, advert, pop-up, comforting, reassuring, peaceful, protected, happy, free, God's gift **Virtues to be developed:** Self-control Reasoning Honesty

		precious gifts which He wants us to take good care of. - By looking after ourselves, we are also loving and respecting God.		
Summer 1	**EYFS Module 2 Unit 4** Session 1: Safe Inside and Out **Session Length** 20 minutes **Learning Objectives:** Children will learn: • About safe and unsafe situations outdoors and indoors. • That they can ask for help from their special people. Building on learning about online safety from Unit 3: Life Online, through an interactive story where children have to help Freddy Teddy stay safe in various situations, children will explore different ways they can stay safe outside and inside themselves too. All this is underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.	- Being safe means taking steps to look after ourselves. - Accidents happen, of course, but we can be careful by looking out for risks and being sensible. - We need to think about the safety of our bodies and our minds. - Wear a helmet when cycling and use stabilisers until you can cycle without them. - Wear a seatbelt in the car. - Wear sun cream and a hat whilst in the sun and drink lots of water. - Wear an inflatable ring or armbands until you can swim without them. - Don't play around roads. - Don't touch ovens, radiators, washing capsules/powders, cleaning products, irons, plugs, plug sockets, matches or knives. - Watch out for wet floors – you might slip. - Ask an adult for advice on what is safe to do/ play online. - Tell an adult if anything happens online that you're not sure about. - If you ever feel unsafe, you should tell a trusted adult – one of our 'special people'. - God gave us our bodies and minds as precious gifts which He wants us to take good care of.	**End Points:** Children will: ● Engage with story and answer questions ● Contribute to discussions about how to stay safe ● All children will recognise some safe and unsafe situations, inside and out. ● Most children will be able to articulate ways in which we can keep ourselves safe, inside and out. ● Some children will demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe.	accident, safe, unsafe, outside, inside, online, helmet, stabilisers, seat belt, suncream, hat, water, inflatable ring, armbands, roads, oven, radiator, washing capsule/powder, cleaning products, iron, plug sockets, matches, knives, wet floor, bodies, minds, God's gift **Virtues to be developed:** Patience Gratitude Honesty
Summer 1	**EYFS Module 2 Unit 4** Session 2: My Body, My Rules **Session Length** 20 minutes **Learning Objectives:** Pupils will learn: • 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 This session introduces children to the idea of bodily privacy (including the NSPCC PANTS message that 'privates are privates') and the importance of talking to their 'special people' if anything troubles them.	- We feel safe when we know who people are – that's why staff in school wear badges/lanyards and visitors have to sign in at Reception. - We feel safe when people demonstrate qualities of a good friend, e.g. loving, caring, listening, helping, etc. - We feel safe when we have rules (boundaries), e.g. knowing what we can and can't do, where we can and can't go, etc. - We feel safe in our relationships when we know what kind of behaviour to expect from certain people, so that if anything different	**End Points:** Children will: • Engage with the story and answer questions • Contribute to discussions about how to stay safe • All children will know that privates are private, and that they should talk to their special people about anything that worries them. • Most children will have a basic understanding about the things that contribute to us feeling safe, such as particular people and rules/boundaries. • Some children will demonstrate a	Safe, loving, caring, listening, helping, friend, rules, boundaries, behavior, un/acceptable, privates are private, underwear, worried, grumpy, cross, sad, upset, special people **Virtues to be developed:** Trustworthiness Confidence Honesty

	This is all underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.	happens we know it's not OK. For example, hugs with Mum and Dad are fine, but you wouldn't expect a stranger to hug you. - There are some behaviours that are unacceptable, like running in the corridors in school, or fighting, punching and kicking etc. - We can feel safe because we know our boundaries – 'no running in the corridors' is a rule we're all familiar with, as is 'no fighting'. - There's another boundary we need to be aware of, and that boundary is about our bodies: Privates are PRIVATE! - When things go wrong with friendships or relationships or when someone doesn't treat us well, we can sometimes become worried. - When we are worried, we need to tell our special people and remember that God is always looking after us.	deeper understanding about what behaviours are acceptable/unacceptable and will demonstrate cognisance about what makes them feel better when they are worried.	
Summer 1	**EYFS Module 2 Unit 4** Session 3: Feeling Poorly **Session Length** 20 minutes **Learning Objectives:** Pupils will learn: • 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. In this session, pupils will be introduced to the idea of medicines as drugs and learn how to be safe around them. Children will draw on their own experiences of feeling poorly and taking medicines, as well as input from an animated expert, Dr Datfa. This session is underpinned with the religious teaching that our bodies are a gift from God which we should take care of. NB. It is important to be mindful in this session of any pupils who may have experienced serious illness, either themselves or a loved one.	- Medicines come in all different shapes and sizes: tablets, liquids, needles…even sore throat sweets are medicines! - Medicines sometimes look brightly coloured or are shaped like sweets to make it easier for children (and adults!) to take them – but medicines are not sweets. - It is very important you only ever take medicine when one of your special people or a doctor gives it to you. - Medicines are drugs which can make us better, but only when we take them properly. An adult is the best person to help a child do this. - If we take medicines when we don't need them, or if we take too much, then we can harm our bodies. - God loves us and created us. - Our bodies are a special gift from God. - We should look after our bodies by only taking medicine when we need it and when one of our special people gives it to us.	**End Points:** Pupils will: • Take part in 'circle time' discussions about feeling poorly • Engage with the film and questions and medicines • All children will understand that medicines are drugs, and should only be taken when a parent or doctor gives them to us. • Most children 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. • Some children will demonstrate a deeper understanding that because God created and gifted us our bodies, we should try to look after them.	poorly, sick, hurting, sore throat, headache, medicine, tablets, liquids, needles, feeling better, throat, sweets, drugs, harm, special people, doctor, God, bodies, gift **Virtues to be developed:** Compassion Gratitude Confidence
Summer 1	**EYFS Module 2 Unit 4** Session 4: People Who Help US **Session Length** 20 minutes **Learning Objectives:** Pupils will learn: • There are lots of people who do jobs to help us	- An emergency is a serious, unexpected and often dangerous situation which needs immediate action. - 999 is the number we call in an emergency and then we are asked which emergency service is required. - It is really important to only dial 999 in a	**End Points:** Pupils will: • Engage with the video and answer questions • Take part in 'circle time' discussions about people who help us • All children will have a basic	help, lollipop person, mechanic, dentist, builder, plumber, nurse, vet, doctor, firefighter, police officer, paramedic, emergency, serious, dangerous, unexpected, immediate, police car, fire engine/truck, ambulance, First Aid, injury, hurt

	• That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade • Paramedics help us in a medical emergency • First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance This session ties in with the EYFS 'People Who Help Us' topic, enabling pupils to identify those who help us in an emergency, including police officers, firefighters and paramedics. Children will learn what an emergency is and discuss which emergency service they might need in specific scenarios. Children will also discuss the principle of emergency and non-emergency First Aid. This teaching is underpinned by the religious understanding that we are created to love God and love others, and we should therefore look out and care for one another and the bodies we have been given. NB. It is important to be mindful in this session of any pupils who may have experienced real-life situations requiring assistance from the emergency services.	real emergency, when you need help urgently. - An adult should always be the one to call 999, unless there are no adults available, in which case a child might need to call 999. - If you hurt yourself and you need a plaster or a cold compress, this kind of help is called First Aid. - But if the person is very sick or injured, then we should call 999 for an ambulance, but First Aid can be used until an ambulance arrives. - People can be trained as 'First Aiders' in public places such as theatres, swimming pools and football stadiums. It is the law that there must be a certain number of First Aiders. - God gave us our bodies and made them especially for us, which is why it's important we look after them and each other but God also knows that accidents happen	understanding of the different jobs people do which help us. • Most children 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 about the difference between emergency/non-emergency situations, particularly as related to First Aid.	**Virtues to be developed:** Critical thinking Community awareness Courage
Summer 2	**<u>EYFS Module 3 Unit 1</u>** Session 1: God is Love **<u>Session Length</u>** 20 minutes **Learning Objectives:** Pupils will Learn: • 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 This session introduces in a very simple way the concept of the Holy Trinity, where God is three-in-one and each person loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another too.	- Love is a really strong feeling of liking something. - There are different types of love: We can love activities (you might like to share an activity you like doing) We can love people, like friends and family. Sometimes we love people so much that we can't imagine life without them - God IS love. Every kind of love we feel, we have because of God - God the Father created the world and every one of us. - The Father sent Jesus, His Son, to Earth to do some very special jobs. - When we ask, God sends His Holy Spirit to live inside us and help us love one another like God loves us. - God is three persons: Father, Son and Holy Spirit. - 'Trinity' means 'three-in-one', so we call this the Holy Trinity of God. - The Holy Trinity of God is one of the mysteries of our faith, so we will never completely understand it, but that doesn't mean we shouldn't try - We are all more than one thing e.g. a sister, a teacher, a dancer. - God is one, but has three roles: Father, Son and Holy Spirit. - Each person of the Holy Trinity loves the others. The Holy Trinity is a	**End Points:** • Engage with the teaching and discussions about the Holy Trinity • Take part in discussions and a Scripture treasure hunt • All children will gain a basic understanding that God is three-in one, and we call this the Holy Trinity of God. • 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. • Some children will demonstrate a deeper sense of personal conviction to love others, rising from their knowledge of God's love for them.	Holy Trinity of God, Father, Son, Holy Spirit, three in one, three persons, made in the image of God, care, love God, love others **Virtues to be developed:** Love Motivation Service

		community of love; God is love. - Each person of the Holy Trinity loves us too. - We are 'made in the image of God', which means we are designed to love God and love others. - God wants us to love others like He loves us.		
Summer 2	**EYFS Module 3 Unit 1** Session 2: Loving God, Loving Others **Session Length** 20 minutes **Learning Objectives:** Pupils will learn: ● 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 ● No matter how small our offerings, they are valuable to God and He can use them for His glory. Building on the previous session, where children learned that we are made to love others just like God loves us, this session helps children consider their wider communities. Through the story of Jesus feeding 5000 people with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.	- God is three-in-one, the Holy Trinity of Father, Son and Holy Spirit. - Each part of the Holy Trinity loves each other and loves us. - We are made in God's image, so are designed to love God and love others! - A community is a group of people with something in common for example belonging to the same family, going to the same school, living in the same area or liking the same activities. - God made us to live in community with one another – it's how we can shine Jesus' love out in our lives. - No matter how small we think our loving or generous actions are, God can use them to do incredible things! - Sometimes we might never see the results of our actions. But even a smile to someone can be exactly what they needed to change their day!	**End Points:** Children will: ● Engage with the teaching, film and discussions about community ● Join in with the song ● All children will understand what a community is, and that we all belong to different communities. ● Most children will understand that God wants us to live in community with one another, which means loving one another. ● Some children 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.	Holy Trinity of God, Father, Son, Holy Spirit, three in one, made in the image of God, care love God, love others, community, school, family, friends, Church, neighbours, villages, towns, cities, counties, countries, world, action, incredible, miracle **Virtues to be developed:** Faith Community Awareness Neighbourliness
Summer 2	**EYFS Module 3 Unit 2** Session 1: Me, You, Us **Session Length** 20 minutes **Learning Objectives:** Pupils will learn: • 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 Extending their understanding of communities from Unit 1, this session helps children to understand the responsibilities they have to people and the planet now, and increasingly as they get older.	- There are lots of different communities e.g. families, friends, school, Church, swimming club, brownies - God wants us to love others like Je loves us. - God made us all different, unique and special. Difference is part of His plan. - Just as we love people who might be similar to us, we should love people who might be different from us too. - Sometimes we go out of our way to be loving and kind to others – that's great and how God wants us to behave. - Sometimes we also have responsibilities. - Responsibilities are special jobs or expected ways we should behave in different places e.g. • Taking shoes off when you visit someone's house • Not talking with your mouth full • Saying 'please' and 'thank you' • Tidying up toys at the end of the school day • Not dropping litter • Not picking wildflowers	**End Points:** • Engage with teaching and discussions about community and responsibility • All children will understand that they belong to various communities. • Most children will understand that, as part of their communities, they have a responsibility to look after other people and the planet. • 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.	love, community, school, family, friends, Church, neighbours, villages, towns, cities, counties, countries, world, respect, different, unique, responsibility, charity, people, planet, creation **Virtues to be developed:** Charity Respect Citizenship

		- We all have a responsibility to the worldwide community: both people and planet. - When we are acting responsibly and with love towards our communities, we are doing what God wants us to do – so it feels great. - God told Adam and Eve to look after the amazing Earth He had created. No matter what age we are, we have a responsibility to look after our planet. - By looking after our planet, we show that we respect God's creation and all the other people who share it with us.		
Summer 2	**EYFS Module 3 Unit 2 Session 1: When I Grow Up + Classroom Shorts** **Session Length** 20 minutes **Learning Objectives:** Pupils will learn: ● 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	- When you grow up, you will have a job too. - Just like when you are at school, away from your family so you can learn, working in a job usually means spending time away from family or home. - The place a person goes to for their job depends on the type of work e.g. a doctor might work at a hospital, a teacher works in a school. - The time people spend working also depends on their job, e.g. a lollipop person goes to work on a road near a school and works at the start and end of days when school are open. - Sometimes parents and carers arrange their working time so they can care for their family. - God made us and loves us. He made us all different – we are unique and have our own gifts and strengths. - God asks us to do a special job for Him: He wants us to use our gifts and strengths to love others like He loves us and to love the world too. - We all have wonderful things to offer in the world and God has a great plan for you.	**End Points:** Children will: ● Engage with the story and activities ● Take part in teacher-led discussions about jobs ● All children will be able to describe some jobs that people. ● Most children will be able to explain what a job is and know that we can use our gifts and strengths in our work. ● Some children will understand that jobs contribute to our wellbeing and that of the community, and that work is part of God's plan for us.	work, jobs, earn, money, pay for things, provide, needs, God's plan, help others, strengths, gifts, talents, thankful **Virtues to be developed:** ● Reflection ● Empathy
Summer 2	**EYFS Module 3 Unit 2 Session 2: Money Doesn't Grow on Trees** **Session Length** 20 minutes **Learning Objectives:** Pupils will learn: Children will learn: • 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.	- We need food to live. - Sometimes we might want kinds of food that we like, e.g. sweets. It's nice to have sweets from time to time but we don't need sweets and its not good to have lots of sweets. - We need clothes to wear and keep us warm. - Sometimes we might want certain kinds of clothes e.g. a special dress/ shirt/ trousers that we've seen (fashion items). It's nice to have special clothes from time	**End Points:** Children will: • Engage with the story and activities • Take part in teacher-led discussions • All children will be able to recognise money and know it helps us to buy things. • Most children will 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 begin to understand	want, need, money, value, coins, notes, buy, save, cost, price, God's love family friendship free **Virtues to be developed:** • Reasoning • Empathy • Self-control

		to time but we don't need them. - We need some things to play with and help us to learn. - Sometimes we might want certain kinds of toys e.g. the latest toy of game that we've seen. It's nice to have special toys from time to time but we don't need lots and lots of toys. - When we go shopping we use money to pay for the things we want and need. - God made us, He loves us and He wants us to share His love and friendship with others. - God's love is our biggest need, more important and valuable than anything and given to us freely. - Sharing love and friendship with our families is also really important and valuable and it's free.	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.	