



Term	Content	Statements covered	End points	Key vocabulary
Autumn 1	<p>Beginning of Year Session Length – 30 min</p> <p>Learning Objectives for the half term The pupils will learn</p> <ul style="list-style-type: none"> The expectations for the classroom Class promises 	- We all work together and follow our class promises.	<p>End points</p> <p>Children will</p> <ul style="list-style-type: none"> Know the class promises Follow the class promises 	<p>class promises, rules, work together</p> <p>Virtues to be developed Kindness Love Harmony</p>
Autumn 1	<p>Beginning of Year Session Length – 30 min</p> <p>Learning Objectives for the half term The pupils will learn</p> <ul style="list-style-type: none"> We will be able to identify our safe people. <p>Each child completes a Protective Behaviour hand of safe people for the class.</p>	- We will be able to name someone we would talk to if we were worried or upset.	<p>End points</p> <p>Children will</p> <ul style="list-style-type: none"> Be able to identify at least one safe person who they would talk to if they were worried or upset. 	<p>safe people, worries, sad, upset</p> <p>Virtues to be developed Confidence Reflection</p>
Autumn 1	<p>LKS2 Module 1 Unit 1 – Story Sessions Session Length – 5 x 15min should be put aside for each daily story session. It will then be followed by a separate session which aims to unpack the Sacraments of Baptism and Reconciliation, which are explored in Kester’s Adventures, in greater detail.</p> <p>Learning Objectives for the sessions: The pupils will learn</p> <ul style="list-style-type: none"> We are created individually by God who is Love, designed in His own image and likeness; God made us with the desire to be loved and to love and ‘to make a difference’: each of us has a specific purpose (vocation); Every human life is precious from the beginning of life (conception) to natural death; Personal and communal prayer and worship are necessary ways of growing in our relationship with God; In Baptism God makes us His adopted children and ‘receivers’ of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue); It is important to make a nightly examination of conscience. <p>Over five days, children will hear and experience the Gospel story of Jesus healing Jairus’ daughter. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love: they were designed for this purpose, which should</p>	<p>- Consider that everyone in the crowd had their own story, and Jesus loved and cared about all of them. Just as He loves and cares about each of us!</p> <p>- We are each created individually by God because He loves us: He has designed us in His image.</p> <p>- God is our Father who loves us.</p> <p>- God is Love and it is only through Him that we can know love.</p> <p>- God made us with a deep desire to be loved and to make a difference.</p> <p>- Living according to this purpose will make us truly happy.</p> <p>- We are created individually by God because He loves us.</p> <p>- God designed us for a purpose: to be loved, to love and to make a difference.</p> <p>- Every human life is precious from the beginning of life (conception) to natural death.</p> <p>- Prayer is an important way of growing in our relationship with God – and we are never bothering Him!</p>	<p>End points Children will:</p> <ul style="list-style-type: none"> Actively engage with the story, activities and discussions each day Be able to recall and articulate their learning All children will understand that they are created by God who loves them. Most children will understand that God designed them with a purpose: to be loved, to love and to make a difference. Some children will demonstrate a more nuanced understanding of the Gospel and a clear sense of their personal journey of faith. 	<p>God, Jesus, faith, dead, alive, love, eternal, new life, heaven, sin, forgive, precious, conception, individual, renewed, make a difference, Jairus, synagogue</p> <p>Virtues to be developed <ul style="list-style-type: none"> Faith Gratitude Prayerfulness </p>



	inform how they live.			
Autumn 1	<p>LKS2 Module 1 Unit 1 – Session 2 – The Sacraments Session Length – 45min</p> <p>Learning Objectives for the sessions: The pupils will learn</p> <ul style="list-style-type: none"> In Baptism God makes us His adopted children and ‘receivers’ of His love By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). It is important to make a nightly examination of conscience. Receiving the Sacraments helps them to develop healthy relationships with others <p>Building on the reflective sessions on the account of the raising of Jairus’ daughter, this session unpacks the Sacraments of Baptism and Reconciliation. Children will understand that through prayer, the Sacraments and our friendships and relationships with others, we can have a foretaste of heaven.</p>	<p>- “As I look into the eyes of Jesus, I see hope, possibility and love. I know that I have found where I belong.”</p> <p>- Baptism is the way we join the family of God.</p> <p>- The Sacrament of Baptism is a sign of God’s great love for us and shows us that we really do belong to the family of God.</p> <p>- The Sacraments are ways that we ‘meet’ Jesus, even though we can’t physically ‘see’ Him with our eyes. The Sacraments make the invisible visible.</p> <p>- Through Baptism, the healing power of Jesus first comes into our lives. But we all need to live out our faith by prayer, by obeying God’s commandments and by cooperating daily with the new life Jesus brings – that is how we become the saints that God has called us to be.</p>	<p>End points Children will:</p> <ul style="list-style-type: none"> Engage with films, discussions and activities All children will have a basic understanding of the Sacraments of Baptism and Reconciliation, and how they make the invisible visible. Most children will understand the importance of saying sorry and seeking forgiveness in relationships with others and God. Some children will demonstrate a more nuanced understanding of their God-given purpose and how the Sacraments can help them to develop healthy relationships with others. 	<p>Sacrament, Reconciliation, Baptism, visible/invisible, water, white clothing, candle, love, sorry, oils (Catechumens and Chrism), commandments, forgive, purpose, examination of conscience</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> Faith Gratitude Sincerity
Autumn 2	<p>LKS2 Module 1 Unit 2 – Session 1 – We don’t have to be the Same Session Length – 45min</p> <p>Learning Objectives: The pupils 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>In this session, children will recognise that people are unique and that our similarities and differences should be celebrated. Pupils will also be given an opportunity to reflect on God’s love as the foundation of our self-confidence. In this session, we meet for the first time the animated character of AJ and the characters Sophie and Aidan, who will be played by different pupils in each session. They enable pupils to engage with the topics through drama exercises such as</p>	<p>- Nobody likes to be told they are ‘rubbish’ at something.</p> <p>- But people have different skills and God-given talents.</p> <p>- That means you will be good at some things and less good at other Things</p> <p>- Sometimes it can feel difficult.</p> <p>- We all have different strengths and weaknesses.</p> <p>- It’s great to celebrate our God-given talents and hard-earned skills, and it is natural to feel more confident in these areas as a result of them.</p> <ul style="list-style-type: none"> But sometimes these might change (e.g. no longer being ‘the best’ at something). This can make our self-confidence crumble. <p>- We should find our self-confidence in something that will never change – knowing that we are beloved children of God!</p> <p>- Through teamwork, and using each other’s individual strengths, we can celebrate our differences and create a</p>	<p>End points Children will:</p> <ul style="list-style-type: none"> Engage with the film, role play and discussion questions Be given the opportunity to reflect on God’s love and how that affects their self-confidence All children will understand that our similarities and differences should be celebrated. Most children will understand that we should find our self-confidence in God, who loves us and calls us His children. Some children will demonstrate a more nuanced understanding of why being different can feel difficult, and show resilience when considering how reasons for confidence might be changeable. 	<p>similarities, differences, unique, skills, talents, confident, self-confidence changeable, teamwork, community, beloved Child of God</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> Respect Confidence Resilience



	hot-seating and roleplay.	community. - But one thing we all have in common is we are ALL God's children. We are God's children, and He loves us! Ask children to turn to the person next to them and say, "You're special because you're a child of God."		
Autumn 2	<p>Anti-Bullying Week</p> <p>Learning Objectives for the week: Children will learn:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> - 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. 	<p>End points for the week</p> <p>Children will:</p> <ul style="list-style-type: none"> • 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. 	<p>Love, be kind to others, spread kindness, bullying, best world possible</p> <p>Virtues to be developed Kindness Respect Compassion</p>
Autumn 2	<p>LKS2 Module 1 Unit 2 – Session 2 – Respecting our Bodies Session Length – 45min</p> <p>Learning Objectives: The pupils 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. <p>In this session, we explore the importance of respecting our bodies as a gift from God in very practical ways, such as clothing, food and physical exercise. Returning to the character of AJ (on screen) and Sophie and Aidan (played by pupils), children will explore problems and solutions through role play and discussion. Children will reflect on their bodies as a gift from God that He wants us to look after and respect.</p>	<ul style="list-style-type: none"> - 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 safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - 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 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). - 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 and mental and physical benefits of an active lifestyle. - 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). 	<p>End points</p> <p>Children will:</p> <ul style="list-style-type: none"> • Engage with films and roleplay and take part in discussions • Complete an individual worksheet/activity to demonstrate learning. • All children will understand some basic ways of taking care of their bodies. • Most children will understand that our bodies are a gift from God and how to respect them in various ways through what we wear, eat and do. • Some children will demonstrate a more nuanced understanding of how we should respect our bodies as temples of the Holy Spirit and show prior knowledge of ways in which we can look after ourselves. 	<p>body, gift, dis/respect, special, safe, healthy, in/appropriate, balanced, diet, exercise, sensible, God, Holy Spirit, choice, responsibility</p> <p>Virtues to be developed • Respect • Gratitude • Temperance</p>



		<p>- How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>- 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.</p>		
<p>Spring 1</p> <p>Year 3 use PowerPoint 1</p> <p>Year 4 use PowerPoint 2</p>	<p>LKS2 Module 1 Unit 3 – Session 1 – What Am I Feeling? Session Length – 45min</p> <p>Learning Objectives: The pupils 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 (eg parents/carer/teacher/parish priest). <p>This session introduces emotions and feelings as complex and changeable things that we sometimes find difficult to understand or explain - especially when hormones are involved! Children will learn to examine their feelings, and try to understand them and what causes them. They will be given some techniques to scrutinise their feelings and determine whether they are a good guide for taking action. Children will also spend time reflecting on their emotional well-being, and what they can do to help themselves stay emotionally healthy.</p>	<p>- 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.</p> <p>- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>- 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).</p> <p>- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. - Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>End points Children will:</p> <ul style="list-style-type: none"> • Participate in activities and discussions to consider how different people feel in various situations. • Have the opportunity to reflect on positive actions to enhance emotional well-being • All children will learn that we each experience a range of feelings, but these are not always good guides for action. • Most children will understand the concept of 'emotional well-being' and how we can take positive actions to enhance this. • Some children will demonstrate a clearer understanding that feelings are neither good nor bad, but information about what we are experiencing that help us consider how to act. 	<p>feelings, emotions, information, experience, reaction, fear, anger, joy, sadness, boredom, tiredness, contentment, uncomfortable, masking, emotional, well-being, action</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Prudence • Sincerity • Respect
<p>Spring 1</p>	<p>LKS2 Module 1 Unit 3 – Session 2 – What Am I Looking At? Session Length – 45min</p> <p>Learning Objectives: The pupils 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 God made us and loves us as we are. 	<p>- What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>End points Children will:</p> <ul style="list-style-type: none"> • Engage with the story and discussion questions. • Take part in activities about the difference between social media and real life • All children will understand what is meant by 'the media'. • Most children will understand that images in the media do not always reflect reality and can affect how people feel about 	<p>media, radio, television, newspapers, magazines, video games, Internet, advertising, influence, social media, truth, reality, stereotypes, resilience, self-confidence, Facebook, Snapchat, TikTok, Twitter, Instagram</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Prudence • Reflection • Resilience



			<p>themselves.</p> <ul style="list-style-type: none"> Some children will demonstrate a deeper emotional awareness of the impact the media/social media can have on thoughts, feelings and choices, and how knowing we are made and loved by God can help us withstand this pressure. 	
Spring 1	<p>LKS2 Module 1 Unit 3 – Session 3 – I Am Thankful Session Length – 45min</p> <p>Learning Objectives: The pupils 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. <p>In this session, children will identify behaviour that is wrong, unacceptable, unhealthy or risky, and they will be reminded that feelings and actions are different things. They will learn that particular feelings and pressures may make us want to act inappropriately, and so they will learn how to build resilience in various ways, including choosing to be thankful.</p>	<ul style="list-style-type: none"> Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Simple self-care techniques, including the importance of rest, time spent with friends, family, and the benefits of hobbies and interests. 	<p>End points Children will:</p> <ul style="list-style-type: none"> Take part in discussions and activities. Have the opportunity to identify things they are thankful for All children will learn that some behaviour is wrong, unacceptable, unhealthy and/or risky. Most children will understand that feelings are not always good guides for action, and that resilience helps us to consider our feelings within a wider context in order to make good choices and choose thankfulness. Some children will demonstrate deeper emotional understanding when discussing the feelings of themselves and others. 	<p>OK, un/acceptable, un/healthy, risky, resilience, thankfulness, feelings, actions, In/appropriate, peer pressure, influence, information, choices, wider context</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> Resilience Gratitude Reasoning
Spring 1 Year 4 only	<p>LKS2 Module 1 Unit 4 – Session 2 – A Time For Everything Session Length – 45min</p> <p>Learning Objectives: The pupils will learn</p> <ul style="list-style-type: none"> Understand what 'death' means Learn about some feelings often connected with grief Know what the Christian faith says about death and eternal life Explore some ways to support themselves and others when they are grieving <p>The previous session in this unit explored birth and life before it; this session discusses death and life after it. Framed within the Christian understanding of eternal life, this session helps pupils to consider and communicate about death in a direct yet gentle way, reflect compassionately on the complexities of grief and consider ways to support themselves and others.</p>	<ul style="list-style-type: none"> Scripture helps us to reflect on lots of different things we go through in life – including death. Some people die because they are very old and their bodies aren't strong enough to live Some people become seriously ill which means their body can't work properly anymore (although this doesn't necessarily mean they will die) Some people die suddenly – perhaps because of an accident that is a shock to everyone Although it happens at different times for different people, death is always the ending of human life on earth. Christians believe that death is the beginning of a new stage of our lives. By our faith in Jesus, we are made ready to meet God when we die and that this is the beginning of our new life in heaven. When someone dies, the people who knew and loved them and who are still alive, experience something called 'grief'. 	<p>End points Children will:</p> <ul style="list-style-type: none"> Take an active part in discussions and activities about death/grief Have the opportunity to engage in a time of prayerful reflection All children will understand what death is. Most children will demonstrate an understanding of what the Christian faith says about death and eternal life. Some children will demonstrate resilience and empathy when discussing grief, and show an emerging personal belief about life beyond death. 	<p>birth, life, childhood, puberty, adulthood, death, grief, dying, breathing, heart, life cycle, heaven, loss, sad, grumpy, angry, confused, hard to concentrate, lonely, shocked, puzzled</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> Faith Resilience Gratitude



<p>Spring 1</p>	<p>LKS2 Module 1 Unit 4 – Session 3 – Big Changes, Little Changes + Classroom Shorts – 45min</p> <p>Learning Objectives: The pupils will learn</p> <ul style="list-style-type: none"> ● Understand that change is a part of life and that there are different kinds of change. ● Learn about some feelings often associated with change. ● Know that God is always with us as we change and grow. ● Learn coping strategies to support themselves and others. <p>Continuing from previous learning about change, (KS1_1.4.3 Change Is All Around!), in this session children will reflect on their experiences of change now they are older. Further discussion on feelings around big changes will feature, and children will learn some coping strategies and explore how to prepare for new changes, including relying on the constancy of God.</p>	<p>- God loved us before we were born, and He continues to love us throughout our lives. - As we grow, we change and experience new things. - This means that our lives don't stay the same forever – things change, and God is with us through all the changes. - Change can bring about different feelings and emotions. - Emotions are themselves neither good or bad – they give us information about how we're feeling! But they can make us feel 'good' or 'bad'. We can also experience lots of different feelings at the same time. - Feelings about change differ from person to person. - Feelings can change over time – often as we adjust or get used to the change. - Sometimes feelings don't go away, or they take time to change. - It's OK to feel distracted, worried or unsure and if your feelings are different from others.</p>	<p>End points Children will:</p> <ul style="list-style-type: none"> ● Take an active part in discussions about changes, feelings, and coping strategies. ● Have an opportunity to engage in a time of reflection and prayer. ● All children will be able to identify different changes and know some of the emotions associated with change. ● Most children will be able to empathise with different emotions associated with change and identify simple coping strategies. ● Some children will demonstrate an understanding that faith in God can help and support them during times of change. 	<p>Change, grow, expected, unexpected, exciting, worrying, growing up, moving on, transition, manage, feelings, emotions, God's love, constant, support, coping strategies</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> ● Courage ● Faith ● Compassion
<p>Spring 1</p>	<p>Feeling Good Week & Mental Health Week Session Length 30 min</p> <p>Complete activity linked to the years theme.</p>			
<p>Spring 1</p>	<p>Additional activity- Internet safety day Poster explain how to be safe on the internet</p>	<p>- 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. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>		



<p>Spring 2</p>	<p><u>LKS2 Module 2 Unit 1 – Jesus. My Friend – 4 x 15 min</u></p> <p><u>Learning Objectives:</u> The pupils will learn</p> <ul style="list-style-type: none"> • That God loves, embraces, guides and forgives us; He 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>This session revisits Jesus’ parable of The Prodigal Son; which children will have first heard a simplified version of in Key Stage One.</p> <p>This parable shows that God loves us, and nothing we can do will stop Him from loving us. Through the story of the two brothers, children will learn about different types of sin, and the importance of forgiveness in relationships.</p> <p>NB. This session is designed to be split up over 4 days, but you can complete it as one session if you prefer.</p>	<ul style="list-style-type: none"> -Parables are stories with a message in them for us to work out. - God loves everyone and we all need His Forgiveness. - Reconciliation means the restoring of a relationship, which is what God does when we say sorry for the wrong things we have done: God reconciles us with Himself and one another. - Jesus loves us, embraces us, guides us and forgives us. - Jesus taught us to forgive others. - Forgiveness and reconciliation is very important in our relationships. - Friendships and relationships take time and effort to sustain. - We reflect God’s love for us in our relationships with others. 	<p>End points Children will:</p> <ul style="list-style-type: none"> • Take part in teacher-led discussions. • Have the opportunity to consider what the parable of The Prodigal Son means for them personally. • All children will understand that God loves us and wants what is best for us. • Most children will understand that when we do wrong things, we hurt God and others, but when we say sorry, God forgives us. • Some children will show greater emotional maturity when discussing characters in the parable, and demonstrate a deeper understanding of the importance of forgiveness and reconciliation, both in our relationships with others and with God. 	<p>forgiveness, parable, The Prodigal Son, inheritance, friendships, relationships, brothers, father, sons, jealous, sin, action, attitude, choice, celebrate, welcome, reconciliation</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Love • Gratitude • Humility
<p>Spring 2</p>	<p><u>LKS2 Module 2 Unit 2 Session 1– Family, Friends and Others – 45 min</u></p> <p><u>Learning Objectives:</u> The pupils will learn</p> <ul style="list-style-type: none"> • Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong • That there are different types of relationships including those between acquaintances, friends, family and relatives • That good friendship is when both persons enjoy each other’s company and also want what is truly best for the other • The difference between a group of friends and a ‘clique’ <p>This session will help children to identify more complex relationships in their lives, including family, friends and other people, and explore how to relate to people within these different relationships. Children will also discuss what it means to be a good friend and learn some strategies to use when relationships become difficult.</p> <p>*You might like to split this session into two, so that discussions around when relationships go wrong do not become rushed. The suggested break point is marked on Slide 14*</p>	<ul style="list-style-type: none"> - Just like our Church family teaches us about God, God’s intention for the families we live with is that they help us to grow in faith, wisdom and virtue. - Good friendships show qualities such as kindness, honesty, trust, patience forgiveness etc. But we know that none of us are perfect and we will make mistakes that can make our relationships go wrong. - Remember how in the parable of The Prodigal Son, the father shows us what God is like. - The son is truly sorry for his behaviour and the father truly forgives him: their relationship is repaired! - Good relationships with friends and family can sometimes take hard work: but God can help us 	<p>End points Children will:</p> <ul style="list-style-type: none"> • Be able to articulate who is in their family • Describe the qualities of friendship • Discuss some strategies they can adopt for when relationships go wrong • All children will learn that there are different types of relationships, including family, friends and others. • Most children will be able to describe some qualities of friendship and strategies to use when relationships go wrong. • Some children will demonstrate a more nuanced understanding of relationships, including the complexity of feelings involved when relationships are difficult or cliques develop. 	<p>Relationship, family, friend, other, detective, half-brother/sister, aunt/uncle, grandparents, passed away, argument, adopted, God’s family, the Church, qualities, kindness, listening, Honesty, trust, encouragement, patience, forgiveness, respect, loyalty, fun, sorry</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Courage • Kindness • Reflection



<p>Spring 2</p>	<p><u>LKS2 Module 2 Unit 2 Session 2– When Things Feel Bad – 45 min</u></p> <p><u>Learning Objectives:</u> The pupils 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>In this session, children will learn how to recognise bullying and abuse (including physical bullying and emotional bullying online). Children will take part in discussions and roleplay activities to consider how bullying affects people, and what strategies can be employed to resist pressure and practise resilience. To allow more time and space for them, you may choose to run the roleplay activities at a different time.</p>	<ul style="list-style-type: none"> - Discuss physical and emotional bullying. - All kinds of bullying are wrong, but that unfortunately it does happen sometimes. - Pressure means feeling that you should do something you don't want to do, usually because somebody or something else is influencing you. • Resilience means not letting a feeling of pressure influence the way you act, and being able to recover quickly from difficulty. • We don't have to be best friends with everyone. • However, we are all human beings who have dignity and deserve respect - we all have the right not to be bullied. 	<p>End points Children will:</p> <ul style="list-style-type: none"> • Engage with the discussions and activities • Take part in roleplay scenarios about bullying • All children will develop a greater awareness of bullying (physical and emotional), and understand that all bullying is wrong. • Most children will understand the meaning of 'pressure' and 'resilience', and the importance of seeking support from trusted adults. • Some children will demonstrate emotional maturity and empathy in discussion/roleplay activities and confidently give examples of how to resist pressure by practising resilience. 	<p>left out, good, bad, feelings, bullying, physical, emotional, banter, clique, pressure, resilience, harassment, exploitation</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Resilience • Honesty • Courage
<p>Spring 2</p>	<p><u>LKS2 Module 2 Unit 3 Session 1– Sharing Online – 45 min</u></p> <p><u>Learning Objectives:</u> The pupils 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>Integrating the NSPCC Share Aware programme, this session introduces the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses on how quickly things can be shared around the world online, including photos, passwords and other personal information. Children will discuss how this can be damaging and/or dangerous, and will learn steps to keep themselves safe.</p>	<ul style="list-style-type: none"> - Just like in the real world, we have a responsibility to keep ourselves safe in the digital world. - Just like what we eat can make us healthy or make us ill, the things we read, see and hear online can make us feel all sorts of things, e.g. happy, hurt, excited, angry, curious. - Our feelings can influence what we do and say online and can cause us to forget the consequences of our actions. - We all have to be responsible and think about what we are doing and what the impact of our actions could be on ourselves, and on other people. - Take care when you share. If in doubt, speak out. 	<p>End points Children will:</p> <ul style="list-style-type: none"> • Engage with teaching, discussion questions and activities • Be able to describe some 'dos and don'ts' of sharing online • All children will learn how to use technology safely, what is good and not good to share online and understand how they can stay safe and get help from a trusted adult. • Most children will learn how quickly things can be shared online and steps they can take to keep themselves and others safe. • Some children will be able to articulate their responsibility to keep themselves safe online, understand the impact of cyberbullying and know how to report inappropriate content. 	<p>safety, digital world, websites, apps, online, sharing, personal information, private things, dangers, age restrictions, cyberbullying, consequences, trusted adult, independence, responsibility</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Critical thinking • Honesty • Confidence
<p>Spring 2</p>	<p><u>LKS2 Module 2 Unit 3 Session 2– Chatting Online – 45 min</u></p> <p><u>Learning Objectives:</u> The pupils 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. 	<ul style="list-style-type: none"> - Things never to share online: Passwords, address, phone number, photos of you in school uniform, what school you go to, any other personal information etc. - Some potential dangers: It would be giving people access to your/your family's frequent locations, as well as personal information that could be used to pretend to be you or to steal your data (further information) etc. - Bad language, bad behaviour and bullying are as inappropriate online as they are in real life - Cyberbullying' is bullying which occurs 	<p>End points Children will:</p> <ul style="list-style-type: none"> • Engage with teaching, discussion questions and activities. • Be able to describe some 'dos and don'ts' of chatting online. • All children will learn some ways to use technology safely, discover that bad language and bad behaviour online is inappropriate, and how to ask for help from a trusted adult. • Most children will learn how to recognise some danger signs of inappropriate online behaviour and the steps they can take to 	<p>sharing online, website safety, cyberbullying, danger signs, trusted adult, report, online, personal details, inappropriate, content, messages, personal safety</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Critical thinking • Judgement • Honesty



		<p>online</p> <ul style="list-style-type: none"> - People can harm us in real life, but they can reach us easily online as well: sometimes people pretend to be someone they're not. • Be careful about the information you share online. Don't post a picture of yourself in your school uniform, for example, or where you live. 	<p>keep themselves and others safe online.</p> <ul style="list-style-type: none"> • Some children will demonstrate prior knowledge about how to keep themselves safe online, be able to articulate danger signs and know how to report and deal with inappropriate messages and content. 	
Summer 1	<p><u>LKS2 Module 2 Unit 4 Session 1– Safe in My Body – 45 min</u></p> <p><u>Learning Objectives:</u> The pupils will learn</p> <ul style="list-style-type: none"> • To judge well what kind of physical contact is acceptable or unacceptable and how to respond • About different kinds of abuse, • That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest 	<ul style="list-style-type: none"> - People - Feeling safe with trusted adults around that children can talk to about any problems or issues, no strangers etc. - Places - Having a practically safe environment, e.g. nothing to trip over, clearly marked fire exits, not too big that they get lost etc. - Rules - Having clear rules and boundaries is important to know how they can keep themselves safe, e.g. cars travel on the left, so we know how to cross the road safely etc. - Abuse means any action or failure to act by another person – adult or child – that causes significant harm to a child. - Physical abuse is when a child is deliberately hurt, causing injuries such as bruises, broken bones, burns or cuts. - Emotional abuse is when someone treats a child in a way that affects their emotional well-being. - Abuse of private parts is when a child is made, asked or rewarded for doing anything with their bodies that frightens or worries them – or being made to do this to someone else. - Speak Out, Stay Safe. 	<p>End points Children will:</p> <ul style="list-style-type: none"> • Engage with teaching, discussion questions and activities • Be able to describe what support is available to them • All children will know that if they feel unsafe, they can and should seek out a trusted adult for help and support. • Most children will be able to describe what is appropriate and inappropriate physical contact and name the different types of abuse. • Some children will demonstrate a greater depth of understanding and compassion when discussing abuse scenarios. 	<p>Safe, people, places, rules, boundaries, physical abuse, joke, deliberate, accident, on purpose, harm, injury, emotional abuse, criticizing, threatening, shaming, trusted adult, support</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Respect • Compassion • Courage
Summer 1	<p><u>LKS2 Module 2 Unit 4 Session 2– Drugs, Alcohol and Tobacco – 45 min</u></p> <p><u>Learning Objectives:</u> The pupils will</p> <ul style="list-style-type: none"> • Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body. • Know that 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"> - Some legal drugs such as cough medicine or paracetamol can be bought 'over the counter' from a pharmacy. - Legal drugs can help our bodies get better when we are sick! However, it's still important to treat them carefully: - For most legal drugs, you have to see a doctor and get a prescription. - Some legal drugs can still be dangerous as people can become addicted to them, this is why we should always see a doctor and trust their advice. - Illegal drugs are also called 'recreational drugs'. They are illegal because they can be very dangerous. - Recreational drugs are illegal to buy, sell or 	<p>End points Children will:</p> <ul style="list-style-type: none"> • Engage with the film and answer questions • Take an active part in group/paired activities • All children will learn about the effects that a range of substances including drugs, alcohol and tobacco can have on the body. • Most children will demonstrate some prior knowledge around this topic and be able to identify and record facts throughout the session. • Some children will demonstrate a personal understanding and belief that 	<p>Drugs, legal, medicine, illegal, recreational, doctor, pharmacy, alcohol, perception, judgement, responsibility, moderation, addiction, smoking, tobacco, chemical, Nicotine, Carbon Monoxide, Oxygen, brain, heart, lungs, teeth, skin, blood, tar, carcinogens, cancer</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Respect • Gratitude • Prudence



		<p>take.</p> <ul style="list-style-type: none"> - To consume a substance that is harmful to our bodies, and may lead to addiction/reliance upon, is to hurt God's creation – us. 	<p>because our bodies are created by God, we should take care of them and be careful about what we consume.</p>	
Summer 1	<p><u>LKS2 Module 2 Unit 4 Session 3– First Aid Heroes – 45 min</u></p> <p><u>Learning Objectives:</u> The pupils will know that:</p> <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. 	<p>First Aid is:</p> <ul style="list-style-type: none"> • The first and immediate assistance given to any person with either a minor or serious illness/injury. • Complete treatment of minor conditions, such as applying a plaster to a cut; or in the case of more serious illnesses/injuries, care provided whilst waiting for emergency services to arrive. 	<p>End points Children will:</p> <ul style="list-style-type: none"> • Engage with the film and role play scenarios • Take an active part in group/individual activities • All children will learn that in emergency situations they should remain calm and call 999. • Most children, with prompting, will demonstrate understanding of how First Aid knowledge can be applied in some real-life situations. • Some children will demonstrate confident independent thinking and greater awareness of the emotional impact of emergency situations. 	<p>First Aid, illness, injury, assistance, emergency, 999, doctor, paramedic, calm, rest, ice, compression, elevation, collapse, fire, smoke, drowning, burn, hero, award, courage, strong, brave, difficulty, trust</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Fortitude • Courage • Critical Thinking • Neighbourliness
Summer 1	<p><u>LKS2 Module 2 Unit 4 Session 4– Rights and Responsibilities – 40 min</u></p> <p><u>Learning Objectives:</u> The pupils will know that:</p> <ul style="list-style-type: none"> • It is our responsibility to follow the rules at home, school and in our country. • Some of our rules and laws are based on our rights. • Rights protect us and ensure everyone is treated equally. • Rules and rights are based on our values as a community. • Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God. <p>This session explores the reasons for rules and laws and identifies the legal rights of all people. Pupils have the opportunity to consider their own responsibilities and explore the values that underpin rules and rights. The session will celebrate diversity and how we all play a part in the Body of Christ.</p>	<ul style="list-style-type: none"> - As we have rules at home and at school, we also have rules to follow in our community which often concern safety, respect, consideration and fairness. - These rules help to keep us safe, help us to show consideration for others, and try to make sure everyone is treated fairly and with respect. - Some rules apply to everyone in our community or our country and that these are called Laws. - Laws are made in Parliament, and can be changed by governments, They apply to everyone equally. They protect people's rights and try to make life fair for everyone - Adults in the UK vote for Members of Parliament and in the same way, they choose people to represent them in their local communities. - This means that adults have a say in the laws made in parliament and have the responsibility to abide by them. This way of electing and running a government is called democracy. - Everyone must play their part in following the rules and laws so that we can all live together 	<p>End points Children will:</p> <ul style="list-style-type: none"> • Engage with the drama, activities and class/group/pair discussion. • Have an opportunity to engage in a time of reflection and prayer. • All children will be able to identify different rules at home, school and in the community and understand some of the values and rights they uphold. • Most children will know some basic human rights, understand how rules and laws protect our rights and be able to reflect on their own responsibilities to treat people with fairness, dignity and respect. • Some children will demonstrate a deeper understanding of the values underpinning our rights and responsibilities as Christians and be able to articulate the value that diversity brings to the Body of Christ. 	<p>rules, law, government, parliament, democracy, rights, human rights, respect, dignity, fairness, equality, liberty, freedom, responsibility, compassion, discrimination, diversity protect, differences, Body of Christ</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Compassion • Respect • Citizenship



		<p>happily.</p> <ul style="list-style-type: none"> - It is our responsibility to: <ul style="list-style-type: none"> • Follow the laws of our country • Look after each other and our environment • Respect differences, thoughts, faith or beliefs of others • Treat others as equals • Not intentionally hurt or harm others 		
Summer 2	<p><u>LKS2 Module 3 Unit 1 Session 1– A Community of Love – 40 min</u></p> <p><u>Learning Objectives:</u> The pupils will know that:</p> <ul style="list-style-type: none"> • God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship. • The human family reflects the Holy Trinity in mutual charity and generosity. • We are made in the image of God, which means we are made to love God and others, and be loved by God and others. <p>At the heart of this session is a short film about Lucy and her family, who children have encountered before in KS1. After the film, children will apply Lucy’s story to their developing understanding of the community aspect of the Holy Trinity and be encouraged to think about what the Holy Trinity means for themS and their communities.</p>	<ul style="list-style-type: none"> - The mystery of the Holy Trinity is the belief in one God with three persons. - We believe in one God, who is three persons: God the Father, God the Son and God the Holy Spirit. - God the Father sent His Son Jesus to live on earth with us. Jesus died, rose again and went back to the Father. At that time, He sent the Holy Spirit to be with us forever, to help us share His love with others and spread His Good News to all. - God is love. Each person in the Holy Trinity is loved and each person in the Holy Trinity loves each other completely. - • God sends us signs and symbols to remind us that He loves us and we should love Him - like the love we receive from our families and caregivers. - Children are a sign to their parents that God loves them. What a wonderful gift they are to them. - Because God made us, we are like Him - we are made in His image. This means that, just like each person of the Holy Trinity loves the others and is loved by them in return/ - So we are made to love God and love others, and we are made to be loved by God and, others. 	<p>End points Children will:</p> <ul style="list-style-type: none"> • Be able to explain how the shape of the triangle and the film of Lucy’s family help them begin to understand the mystery of the Holy Trinity. • Reflect and take part in activities about what being made in the image of God means for how they should live. • All children will learn that the Holy Trinity is a community of love, and that the human family goes some way to helping us understand this. • Most children will understand that being made in the image of God means we are made to love God and others, and be loved by God and others. • Some children will seek to understand the mystery of the Holy Trinity at a deeper level, and will demonstrate personal faith and self-awareness when considering what being made in the image of God means for how they should live. 	<p>Holy Trinity, God, Father, Son (Jesus), Holy Spirit, community of love, mystery of faith, married, family, signs, symbols, kind, generous, loving, wise, merciful, good, listening</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Compassion • Respect • Citizenship
Summer 2	<p><u>LKS2 Module 3 Unit 1 Session 2– What is the Church? – 35 min</u></p> <p><u>Learning Objectives:</u> The pupils will know that:</p> <ul style="list-style-type: none"> • The human family reflects the Holy Trinity in charity and generosity • The Church family comprises of home, school and parish (which is part of the diocese) <p>In this session, children will learn about the wider Church and its mission to reflect the Holy Trinity through love for others. This session will also introduce the principles of Catholic Social Teaching (from 'Together For The Common Good'), which will be explored further in the next unit.</p>	<ul style="list-style-type: none"> - When the Holy Spirit came to earth to live inside believers, the Church began. - The Church is not a building, but all the people who believe in Jesus Christ as their Saviour. - When the Church first began, they didn’t have buildings at all. - The story of the Early Church is recorded in the book of Acts in the Bible. - Even though the Early Church was a long time ago, we do the same or similar things now, because that’s what Jesus told us to do. - The Church helps children to get to know Jesus as their friend. - The Church is a family we belong to when we are Baptised. In fact, the Church is called the 	<p>End points Children will:</p> <ul style="list-style-type: none"> • Actively engage with teaching and activities • Be able to describe the activities of the Early Church and compare them to activities of the Church today • All children will understand that the Church is not a building, but all the people around the world who believe in Jesus. • Most children will understand that we the Church are called to love others as God loves us, and will be able to come up with some practical examples of how they can do this. • Some children will demonstrate a deeper 	<p>Holy Trinity, God, Father, Son (Jesus), Holy Spirit, family, Church, Mass, sacrament, community, worship, generous, The Common Good, The Human Person, Social Relationships, Stewardship, Everyone is included, no-one left behind</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Love • Sincerity • Community awareness, neighbourliness and teamwork



		<p>Body of Christ.</p> <ul style="list-style-type: none"> - We can go to Church on a Sunday, see our friends, eat and pray together, help each other, be generous, worship God, and most importantly, learn about Jesus so we can tell other people the Good News about Him. - The Church is made up of home, school and parish. - Every home, school and parish church is also part of a diocese. 	<p>personal conviction of and excitement for their own role within the Church.</p>	
Summer 2	<p><u>LKS2 Module 3 Unit 2 Session 1– How do I love others – 45 min</u></p> <p><u>Learning Objectives:</u> The pupils will know that:</p> <ul style="list-style-type: none"> • That God wants His Church to love and care for others. • To devise practical ways of loving and caring for others. <p>This session explores how we can put love into action in the communities we live in. Pupils will look at how the Church has grown out of God’s love for us and how it can be an example and a means of loving and caring for others.</p>	<ul style="list-style-type: none"> - Love comes from God. He loves us and He gave us the best example of love in His Son, Jesus. - When Jesus went back to heaven, God gave the Holy Spirit to the disciples. - The disciples, guided by the Holy Spirit, started God’s Church here on earth to continue His loving work in the world 	<p>End points Pupils will:</p> <ul style="list-style-type: none"> • Be able to recognise actions which make them feel loved or cared for. • Create a personal list of ways in which they can put love into action. • All children will be able to recognise actions which make them feel loved or cared for. • Most children will be able to devise practical ways of loving and caring for others. • Some children will demonstrate a more nuanced understanding of how the way we feel loved and cared for can help us know how to love and care for others, and the role of God’s plan for the Church as part of this. 	<p>Church, care, love, noticed, respected, included, recognized, appreciated, secure, not alone, charity, caritas, generous, love, Emmaus, homeless, companions, injustice, prayer</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Charity • Compassion • Determination • Service, volunteering
Summer 2	<p><u>LKS2 Module 3 Unit 2 Session 2– Working together & Classroom Shorts – 45 min</u></p> <p><u>Learning Objectives:</u> <u>The pupils will know that:</u> Know that there are many different jobs and types of work.</p> <ul style="list-style-type: none"> • Understand some of the factors that influence people’s choice of work. • Explore their own interests, skills and gifts in relation to their job aspirations. • Know that God calls us to work together to share His love and care for each other and the world. <p>This session builds on previous learning about jobs and work to consider why people do different jobs and the factors that influence job choices. Pupils will explore their own job aspirations and identify interests, skills and gifts that could influence their future decisions. Pupils will learn how nurturing our values can lead us to realise our God-given vocation to love and care for others, a calling that starts right now.</p>	<ul style="list-style-type: none"> - Factors influencing job choices, our priorities and considerations when deciding on a career often change over time, and that people often have more than one job in their life. - A wage is the money earned from a job. People are usually paid daily, weekly or monthly for the work they do. - A salary is a fixed yearly sum for a job, usually split into monthly payments. - Explain that just as the type of work varies in different jobs, wages or salaries vary too - but there is a legal minimum wage (the lowest amount that people can be paid for any job). - It is part of God’s plan that we are happy, and many people find happiness and fulfillment when doing what they enjoy. - God wants us to look after ourselves, other people and our world. Many people find meaning and satisfaction in doing just that. - Sometimes people feel that they are being called to do a particular job. This calling is known as vocation. 	<p>End points Pupils will:</p> <ul style="list-style-type: none"> • Take an active part in discussions about job aspirations and consider the interests, skills and talents required for different work. • Have the opportunity to engage in a time of reflection and prayer. • All children will be able to identify different types of work and some of the skills, strengths and gifts required for these. • Most children will know some of the factors and values that influence job choices, confidently explore their own job aspirations, and begin to understand the idea of vocation. • Some children will demonstrate a deeper understanding of God’s call for us to work together by reflecting His love and caring for each other and will understand that our values, job choices, and way of life are part of our vocation. 	<p>job, work, wages, salary, payment, happiness, meaning, fulfilment, vocation, stereotypes, opportunities, goal setting, learning, life skills, God’s plan</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Courage • Faith • Motivation



<p>Summer 2</p>	<p><u>LKS2 Module 3 Unit 2 Session 3 – Money Matters & Classroom Shorts – 45 min</u></p> <p><u>Learning Objectives:</u> <u>The pupils will know that:</u></p> <ul style="list-style-type: none"> • All forms of money have advantages and disadvantages. • Our attitude to money and choices about spending, saving and giving impacts on ourselves and others. • Budgeting helps to keep track of spending and saving. • Our faith guides our values and reminds us of the importance of love for God and others. <p>This session reinforces previous learning about money and explains some practicalities of managing money including different payment methods, budgeting and keeping track of spending and how our choices can impact on our lives and the lives of others. Pupils will reflect on different attitudes towards money and how our faith guides and influences our values including our attitude towards money and that love of God and our neighbour is more important than anything.</p>	<ul style="list-style-type: none"> - It would be difficult to live without money - People have different amounts of money - People also have different attitudes towards money. - Gift Cards – Like an electronic gift voucher that can be given as a present. - Cheque – A special form that orders a bank to pay money to a recipient. - PayPal – A company that specialises in safe internet money transfers. - You create a PayPal account, use it to buy things online and then pay PayPal. - Some see no harm in spending lots of money - others are more careful about what they spend. - Some love to save up for things they want - others use credit, so they don't have to wait. - Some like to share by giving to charities - others don't see why they should give away their money to charities. - Budgeting and tracking our money also gives us the information we need to set savings goals and consider donating to charity. - As we grow up, being in control of our money becomes more important, especially when we start earning our own money. 	<p>End points</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Take an active part in discussions and activities. • Have an opportunity to engage in a time of reflection and prayer. • All children will understand some choices about managing money and some advantages and disadvantages of different payment methods. • Most children will have a more developed understanding of budgeting and understand that our choices around spending, saving and giving are linked to our attitudes. • Some children will demonstrate an understanding of how our faith guides our attitudes and how God calls us to make responsible choices with money. 	<p>money, cash, bank, card, credit card, wants, needs, value for money, spend, save, give, attitudes, values, expectations, priorities, faith, budget, receipts, tracking, honesty, thoughtfulness, wisdom, God's love</p> <p>Virtues to be developed</p> <ul style="list-style-type: none"> • Honesty • Generosity • Self-control
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Learning and loving with Christ as our teacher

Phase 3/4 RSE & PSHE Overview





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