



Term	Content	Statements covered	End points	Key vocabulary
Autumn 1	<p><b>Beginning of Year</b>  <b>Session Length – 30 min</b></p> <p>Learning Objectives for the half term            The pupils will learn</p> <ul style="list-style-type: none"> <li>The expectations for the classroom</li> <li>Class promises</li> </ul>	- We all work together and follow our class promises.	<p><b>End points</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>Know the class promises</li> <li>Follow the class promises</li> </ul>	<p>class promises, rules, work together</p> <p><b>Virtues to be developed</b>            Kindness            Love            Harmony</p>
Autumn 1	<p><b>Beginning of Year</b>  <b>Session Length – 30 min</b></p> <p>Learning Objectives for the half term            The pupils will learn</p> <ul style="list-style-type: none"> <li>We will be able to identify our safe people.</li> </ul> <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><b>End points</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>Be able to identify at least one safe person who they would talk to if they were worried or upset.</li> </ul>	<p>safe people, worries, sad, upset</p> <p><b>Virtues to be developed</b>            Confidence            Reflection</p>
Autumn 1	<p><b>UKS2 Module 1 Unit 1 – Story Sessions: Calming the Storm</b>  <b>Session Length – 5 x 15min</b> should be put aside for each daily story session.</p> <p><b>Learning Objectives:</b>            The pupils will learn</p> <ul style="list-style-type: none"> <li>We were created individually by God who cares for us and wants us to put our faith in Him.</li> <li>Physically becoming an adult is a natural phase of life.</li> <li>Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan – and the results will be worth it!</li> </ul> <p>Over five days, children will hear and experience the Gospel story of Jesus calming the storm. 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 who cares for us and wants us to put our faith in Him.</p>	<p>- We still have lots more to learn about Jesus, but we can always bring our troubles to Him!</p> <p>- Faith is not being able to see, but trusting the one who can.</p> <p>- When we have faith in God, it isn't a question of how big our faith is, it is a question of how powerful God is, and with God all things are possible.</p> <p>- Changes can feel really exciting, but they can feel confusing too. We can call them our 'storms', and like the disciples, we can remember that Jesus is with us and will help us through them.</p> <p>- Even if we don't have all the answers, we can weather these storms, trusting that they are part of God's great plan and the results will be worth it.</p>	<p><b>End points</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>Actively engage with the story, activities and discussions each day.</li> <li>Be able to recall and articulate their learning.</li> <li>All children will learn that we were created individually by God who cares for us.</li> <li>Most children will understand that God wants us to put our faith in Him, which means putting our confidence and hope in Him even though we can't see Him.</li> <li>Some children will demonstrate a more nuanced understanding of how having faith in Jesus can help them through the changes and 'storms' of life.</li> </ul>	<p>care love faith trust confidence power calm individual doubts troubles fear listen possible change puberty adult</p> <p><b>Virtues to be developed</b>            Faith            Gratitude            Reflection</p>
Autumn 1	<p><b>UKS2 Module 1 Unit 2 Session 1: Gifts and Talents</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>            The pupils will learn</p> <ul style="list-style-type: none"> <li>Similarities and differences between people arise as they grow and mature</li> <li>By living and working together ('teamwork') we create community.</li> <li>There are many different types of family set up</li> <li>Self-confidence arises from being loved by God (not status, etc.)</li> </ul>	<p>- People have different family backgrounds and experiences.</p> <ul style="list-style-type: none"> <li>People have different skills and talents, given to them by God.</li> <li>That means we will be good at some things and less good at other things. Sometimes it can feel difficult when we're not as good as others at something.</li> <li>Our value and self-confidence should arise from knowing that we are loved by God and called His children.</li> </ul>	<p><b>End points</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>Engage with the film and discussion questions</li> <li>All children will understand that we are all unique, with different family set-ups, gifts and talents.</li> <li>Most children will demonstrate some emotional intelligence when considering the 'Paradise Street' film and begin to infer and articulate the feelings of the characters involved.</li> <li>Some children will demonstrate a personal understanding of how our value</li> </ul>	<p>similarities, differences, gifts, talents, unique, loved, child of God, accept, self-confidence, value, show off, jealousy, compare, community, faults weaknesses</p> <p><b>Virtues to be developed</b>            Integrity            Respect            Confidence</p>



			and self-confidence can arise from knowing that we are loved by God and called His children.	
Autumn 1	<p><b>UKS2 Module 1 Unit 2 Session 2: Girls' Bodies</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• That human beings are different to other animals</li> <li>• About the unique growth and development of humans, and the changes that girls will experience during puberty</li> <li>• About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately</li> <li>• The need for modesty and appropriate boundaries</li> </ul>	<ul style="list-style-type: none"> <li>- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>- 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.</li> <li>- Their body is a gift from God</li> <li>- It deserves respect from themselves and other people</li> <li>- Boundaries are useful to respect ourselves and keep ourselves safe</li> <li>- Privates are private.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with the film and discussion questions</li> <li>• All children will know that the body changes which occur during puberty are necessary for a girl to become an adult woman.</li> <li>• Most children will understand and be able to recall some of the changes which girls experience during puberty.</li> <li>• Some children will demonstrate prior knowledge about changes girls experience during puberty, and readily articulate respectful boundaries, e.g. privates are private.</li> </ul>	<p>body, hair, growth spurt, puberty, breasts, buds, nipples, hips widen, waist narrows, perspiration, oily skin, genitals, vagina, uterus, menstruation, development, self-conscious, embarrassed, changing, natural, respect, boundaries, private</p> <p><b>Virtues to be developed</b>                  Courage                  Respect                  Fortitude</p>
Autumn 2	<p><b>Anti-Bullying Week</b></p> <p><b>Learning Objectives for the week:</b>                  Children will learn:</p> <ul style="list-style-type: none"> <li>• Jesus taught us to love one another. We do this by being kind to others.</li> <li>• We need to all work together to spread kindness and love.</li> <li>• We need to all work together to stop bullying and create the best world possible.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus taught us to love one another.</li> <li>- We do this by being kind to others.</li> <li>- We need to all work together to spread kindness and love.</li> <li>- We need to all work together to stop bullying and create the best world possible.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with discussions and group activities.</li> <li>• Be able to articulate how to be kind towards others.</li> <li>• All children will know that we should be kind to others.</li> <li>• Most children will be able to say at least one way that they can be kind towards others.</li> <li>• Some children will understand that we should work together to stop bullying.</li> </ul>	<p>Love, be kind to others, spread kindness, bullying, best world possible</p> <p><b>Virtues to be developed</b>                  Kindness                  Respect                  Compassion</p>
Autumn 2	<p><b>UKS2 Module 1 Unit 2 Session 3: Boys' Bodies</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• That human beings are different to other animals</li> <li>• About the unique growth and development of humans, and the changes that boys will experience during puberty</li> <li>• About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately</li> <li>• The need for modesty and appropriate boundaries</li> </ul>	<ul style="list-style-type: none"> <li>- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>- 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.</li> <li>- Their body is a gift from God</li> <li>- It deserves respect from themselves and other people</li> <li>- Boundaries are useful to respect ourselves and keep ourselves safe</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with the film and discussion questions</li> <li>• All children will know that the body changes which occur during puberty are necessary for a boy to become an adult man.</li> <li>• Most children will understand and be able to recall some of the changes which boys experience during puberty.</li> <li>• Some children will demonstrate prior</li> </ul>	<p>body, hair, growth spurt, puberty, shoulders widen, perspiration, oily skin, voice breaking, genitals, penis, erections, ejaculation, semen, urethra, nocturnal emission, wet dreams, hormones, development, self-conscious, natural, respect, boundaries, private</p> <p><b>Virtues to be developed</b>                  Courage                  Respect                  Fortitude</p>



		- Privates are private.	knowledge about changes boys experience during puberty, and readily articulate respectful boundaries, e.g. privates are private.	
Autumn 2	<p><b>UKS2 Module 1 Unit 2 Session 4: Spots and Sleeps</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</li> </ul> <p>This session discusses how children can respect their bodies as gifts from God by looking after them appropriately. They will learn that good choices regarding rest, sleep, exercise, personal hygiene and diet will have a positive impact on their health.</p>	<ul style="list-style-type: none"> <li>- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>- The importance of self-respect and how this links to their own happiness.</li> <li>- What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with the film and discussion questions</li> <li>• All children will know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health.</li> <li>• Most children will be able to discern whether certain choices will have a good or bad impact on our health.</li> <li>• Some children will demonstrate empathy in relation to the characters in the film, and be able to articulate how choices regarding health also impact on our feeling and well-being.</li> </ul>	<p>embarrassed, self-conscious, spots, sleep, exercise, personal hygiene, screen time, gaming, addictive, protein shake, balanced diet, choice, impact, health, sun exposure, dental hygiene</p> <p><b>Virtues to be developed</b>                  Honesty                  Temperance                  Autonomy</p>
Spring 1	<p><b>UKS2 Module 1 Unit 3 Session 1: Body Image</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media</li> </ul>	<ul style="list-style-type: none"> <li>- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>- The importance of self-respect and how this links to their own happiness.</li> <li>- What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with the film and discussion questions</li> </ul> <p>All children will understand that images in the media do not always reflect reality.</p> <ul style="list-style-type: none"> <li>• Most children will understand that the pressures we face, e.g. from the media, can affect how people feel about themselves.</li> <li>• Some children will understand the link between practising thankfulness and building resilience against pressure, and demonstrate prior experience of employing this practice themselves.</li> </ul>	<p>pressure, peer pressure, body image, media, social media, expectations, teasing, banter, bullying, thankfulness, gratitude, resist pressure, build resilience</p> <p><b>Virtues to be developed</b>                  Resilience                  Gratitude                  Reasoning</p>



<p>Spring 1</p>	<p><b>UKS2 Module 1 Unit 3 Session 2: Peculiar Feelings</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action</li> <li>• Learn that some behaviour is wrong, unacceptable, unhealthy or risky</li> </ul>	<ul style="list-style-type: none"> <li>- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p>The conventions of courtesy and manners. - That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with the film and discussion questions</li> <li>• All children will understand that some behaviour is wrong, unacceptable, unhealthy or risky. • Most children will understand how thoughts, feelings and actions relate to one another and that feelings are not good guides for action. • Some children will demonstrate deeper understanding of the range and intensity of their own feelings and the feelings of others, and be curious as to the causes of these.</li> </ul>	<p>appropriate, inappropriate, behaviour, actions, feelings, emotions, thoughts, manage, reframe</p> <p><b>Virtues to be developed</b>                  Foresight                  Curiosity                  Kindness</p>
<p>Spring 1</p>	<p><b>UKS2 Module 1 Unit 3 Session 3: Emotional Changes</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <p>That emotions change as they grow up (including hormonal effects)</p> <ul style="list-style-type: none"> <li>• To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action</li> <li>• That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.</li> <li>• That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.</li> </ul>	<ul style="list-style-type: none"> <li>- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>- How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>- That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>- 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.</li> <li>- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>- 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).</li> <li>- 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.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with the film and discussion questions</li> <li>• All children will understand that emotions change as they grow up.</li> <li>• Most children will be able to describe a variety of techniques to help them manage their thoughts, feelings and actions.</li> <li>• Some children will clearly understand the importance of openness with trusted adults when feeling worried and that beauty and art can contribute to our sense of emotional well-being.</li> </ul>	<p>appropriate, inappropriate, behavior, actions, feelings, emotions, thoughts, manage, reframe, scared, excited, happy, intense, crush, infatuation, puberty, hormones, mood swings, HALT (Am I Hungry, Angry, Lonely or Tired?), isolation, loneliness, mental-ill health, Childline</p>



<p>Spring 1 <b>Year 6 only</b></p>	<p><b>UKS2 Module 1 Unit 4 Session 1: Making Babies – Part 1</b> <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b> The pupils will learn</p> <ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb</li> <li>• Pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us</li> </ul>	<p>- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with the film and discussion questions</li> <li>• All children will know that a baby grows and develops in its mother's womb.</li> <li>• Most children will be able to describe how a baby grows and develops in the womb, and demonstrate some wonder and curiosity about this.</li> <li>• Some children will, with gratitude and a sense of the profound, understand that pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us.</li> </ul>	<p>pregnant, parents, baby, conception, sperm, egg, Fallopian Tube, womb, uterus, implantation, placenta, umbilical, cord, embryo, foetus, vagina, birth, organ, development, belly button</p> <p><b>Virtues to be developed</b> Curiosity Gratitude Respect</p>
<p>Spring 1 <b>Year 6 only</b></p>	<p><b>UKS2 Module 1 Unit 4 Session 2: Making Babies – Part 2</b> <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b> The pupils will learn</p> <ul style="list-style-type: none"> <li>• Basic scientific facts about sexual intercourse between a man and woman</li> <li>• The physical, emotional, moral and spiritual implications of sexual intercourse</li> <li>• The Christian viewpoint that sexual intercourse should be saved for marriage</li> </ul>	<p>- What sex is physically and God's plan for it as part of a loving married relationship. - Key scientific facts about sexual intercourse.</p>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• All children will know basic facts about sexual intercourse between a man and a woman.</li> <li>• Most children will understand something of the physical, emotional, moral and spiritual implications of sexual intercourse.</li> <li>• Some children will understand the Christian viewpoint that sexual intercourse should be saved for marriage.</li> </ul>	<p>marriage, husband, wife, God, commitment, love, sex, sexual intercourse, parents, vagina, penis, sperm, erection, ejaculation, egg, conception, Fallopian Tube, womb, uterus, Implantation, placenta, umbilical, cord, embryo, foetus</p> <p><b>Virtues to be developed</b> Love Temperance Self-Control</p>
<p>Spring 1</p>	<p><b>UKS2 Module 1 Unit 4 Session 3: Menstruation</b> <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b> The pupils will learn</p> <ul style="list-style-type: none"> <li>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> <li>• Some practical ways to manage the onset of menstruation</li> </ul>	<p>- Facts about periods and the menstrual cycle, including about PMS and the practicalities involved with period hygiene - How a girl might feel before and during her first period as well as those that come afterwards. - Why periods happen, that fertility is necessary to bring a child into the world, and how the menstrual cycle is part of God's plan for creation.</p>	<p><b>End points for the week</b></p> <p>Children will:</p> <p>All children will understand that girls start having periods during puberty.</p> <ul style="list-style-type: none"> <li>• Most children will understand some facts about periods and the menstrual cycle, including period hygiene.</li> <li>• Some children will demonstrate understanding of the role of menstruation in the fertility cycle, and that fertility is involved in the start of life.</li> </ul>	<p>period, menstruation, sanitary towel, sanitary products, period hygiene, blood, premenstrual syndrome (PMS), cramps, moodiness, bloating, spots, the menstrual cycle, ovaries, egg, womb lining, tissue, implantation, sperm, vagina, fertilization, marriage, calling</p> <p><b>Virtues to be developed</b> Foresight Curiosity Gratitude Courage</p>
<p>Spring 1</p>	<p><b>Feeling Good Week &amp; Mental Health Week</b> <b>Session Length 30 min</b></p> <p><b>Complete activity linked to the years theme.</b></p>			



<p>Spring 2</p>	<p><b>UKS2 Module 1 Unit 4 Session 4: Hope Beyond Death</b>  <b>Session Length – 60 min</b></p> <p><b>Learning Objectives:</b>          The pupils will learn</p> <ul style="list-style-type: none"> <li>• What 'death' means</li> <li>• About some feelings often connected with grief</li> <li>• What the Christian faith says about death and eternal life</li> <li>• Some ways to support themselves and others when they are grieving</li> </ul>	<p>- Discussions about what it means to 'die', some reasons that people die, and where death fits within the human life cycle.</p> <p>- Christian beliefs about life after death: namely that we don't need to be afraid, because Jesus died and rose again to conquer death. For Christians, death is the start of a new stage of life, rather than just an ending.</p>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Take an active part in discussions and activities about death/grief</li> <li>• Have the opportunity to engage in a time of prayerful reflection</li> <li>• All children will understand what death is and some of the feelings that are often associated with grief.</li> <li>• Most children will demonstrate an understanding of what the Christian faith says about death and eternal life, and understand how this can help when grieving.</li> <li>• Some children will demonstrate greater resilience and empathy when discussing both conceptual and observed grief, and show an emerging personal belief about life beyond death.</li> </ul>	<p>death, cemetery, illness, accident, old age, heaven, eternal, mystery, afraid, wake, coffin, funeral, inquest, obituary, burial, cremation, gravestone, epitaph, hearse, mourning, interment, urn, grave, deceased, crematorium, life everlasting, Reception of the Body, Requiem Mass, memorial, organ, donation, flowers, hope, grief, pride, absence, natural, process, sad, grumpy, angry, confused, hard to concentrate, lonely, shocked, puzzled, messy</p> <p><b>Virtues to be developed</b>          Faith          Resilience          Curiosity</p>
<p>Spring 2</p>	<p><b>UKS2 Module 1 Unit 4 Session 5: Coping with Change</b>  <b>Session Length – 60 min</b></p> <p><b>Learning Objectives:</b>          The pupils will learn</p> <ul style="list-style-type: none"> <li>• That there are many emotions and feelings connected with change.</li> <li>• That gratitude and positivity help build resilience.</li> <li>• Coping strategies to manage changes.</li> <li>• That God is always with them.</li> </ul>	<p>- Reflections and celebrations of the journey of change that pupils have been on throughout primary school, and the upcoming changes they are looking forward to.</p> <p>- Explore feelings about moving to secondary school and strategies that will help the children with this transition, with a particular focus on resilience and gratitude.</p> <p>- Reflections on God's presence with us throughout our lives, and how this helps us to cope with change.</p>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Identify good memories from throughout their primary school experience.</li> <li>• Take an active part in discussions about change and their feelings.</li> <li>• Identify coping strategies that help themselves and others.</li> <li>• Have the opportunity to engage in a time of reflection and prayer.</li> <li>• All children will understand that they might experience different feelings when moving to their next class/secondary school.</li> <li>• Most children will demonstrate an understanding of strategies to help them cope in times of change.</li> <li>• Some children will demonstrate an understanding that God has helped them through times of change before and will continue to help them in the future.</li> </ul>	<p>celebrate, gratitude, memories, thankfulness, change, transition, secondary school, responsibility, opportunity, support, grief, feelings, challenges, coping strategies, communicate, resilience, God is with us, God's love</p> <p><b>Virtues to be developed</b>          Resilience          Courage          Faith</p>
<p>Spring 2</p>	<p><b>UKS2 Module 2 Unit 1 Session 1: God is Calling You</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>          The pupils will learn</p> <ul style="list-style-type: none"> <li>• That God calls us to love others</li> <li>• About ways in which we can participate in God's call for us to love others</li> </ul>	<p>- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Consider ways in which they can incorporate prayer into daily life</li> <li>• All children will learn that God calls us to love others.</li> <li>• Most children will appreciate that we all have something we can offer in terms of loving others.</li> </ul>	<p>Zacchaeus, tax, rich, unpopular, dis/honest, dis/satisfied, material needs, outlook, perspective, called, created, love others, prayer, conversation, 'thank you', 'help', 'sorry', 'I'm feeling...'</p> <p><b>Virtues to be developed</b>          Charity          Curiosity          Humility</p>



			<ul style="list-style-type: none"> <li>Some children will demonstrate a deeper understanding and passion for participating in God's call for us to love others.</li> </ul>	
Spring 2	<p><b>UKS2 Module 2 Unit 2 Session 1: Under Pressure</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>Pressure comes in different forms, and what some of those different forms are</li> <li>There are strategies that they can adopt to resist pressure</li> </ul>	<p>- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>All children will learn that pressure comes in different forms, and what some of those different forms are.</li> <li>Most children will be able to describe some strategies they can adopt to resist pressure.</li> <li>Some children will demonstrate a more nuanced and applied understanding of different pressure scenarios, including the feelings of the pressured child in the context of thoughts, feelings and actions.</li> </ul>	<p>pressure, un/spoken, in/direct, un/helpful, choice, good, bad, emotional, well-being, best interests, time out, critical, perspective, journal, sense of humour</p> <p><b>Virtues to be developed</b>                  Fortitude                  Critical thinking                  Resilience</p>
Spring 2	<p><b>UKS2 Module 2 Unit 2 Session 2: Do you want a piece of cake?</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>Understand what consent and bodily autonomy means</li> <li>Discuss and reflect on different scenarios where it is right to say 'no'</li> </ul>	<p>- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>- The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>All children will gain a basic understanding of consent and bodily autonomy.</li> <li>Most children will be able to discern situations in which it would be appropriate and right to say 'no'.</li> <li>Some children will demonstrate a deeper understanding and will to uphold consent as related to respecting the dignity of our precious God-given bodies.</li> </ul>	<p>pressure, consent, permission, yes, no, powerful, powerless, bodily autonomy, respect, control, freedom, confidence, decisions, choice, children of God, gift, precious, dignity</p> <p><b>Virtues to be developed</b>                  Autonomy                  Gratitude                  Respect</p>
Spring 2	<p><b>UKS2 Module 2 Unit 2 Session 3: Self-Talk</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions</li> <li>Apply this approach to personal friendships and relationships</li> </ul>	<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>- How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</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><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>All children will understand that how we think can affect our feelings and in turn our actions, and that we call this 'self-talk'.</li> <li>Most children will understand how positive self-talk can impact our feelings, actions and relationships for the better.</li> <li>Some children will demonstrate a deeper understanding of both positive and negative self-talk, and how it helps us to balance our expectations so that we feel confident to try new things at</li> </ul>	<p>positive, negative, self-talk, thoughts, feelings, actions, behaviour, pressure, healthy relationships, beneficial, risks, safe, balance, expectations, realistic, emotional well-being</p> <p><b>Virtues to be developed</b>                  Sincerity                  Confidence                  Reasoning</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.	the same time as assessing the consequences realistically.	
Spring 2	<p><b>UKS2 Module 2 Unit 2 Session 4: Build Others Up</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• About prejudice, bullying and discrimination: what they mean and how to challenge them.</li> <li>• About protected characteristics from the Equality Act 2010 such as race, age and disability.</li> <li>• That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.</li> </ul>	<ul style="list-style-type: none"> <li>- Concepts of fairness, bullying, prejudice and discrimination, with reference to the protected characteristics as determined by the Equality Act 2010.</li> <li>- What bullying, prejudice and discrimination are, who they affect, how they might make people feel and what pupils can do about it: all within the Christian belief that everyone is made in the image and likeness of God, is loved unconditionally by Him, has equal dignity and is deserving of equal respect.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with group work and class discussions.</li> <li>• Be given the opportunity to reflect on how they can build others up.</li> <li>• All children will learn that bullying is always wrong.</li> <li>• Most children will understand what prejudice and discrimination are, and how they relate to the protected characteristics.</li> <li>• Some children will have a deeper empathy for victims of bullying and discrimination, and eagerly approach the challenge to build others up through their words and actions.</li> </ul>	fairness, bullying, prejudice discrimination, harassment, protected characteristics, age, disability, race, marriage, civil partnership, pregnancy, maternity, religion, belief, kindness, dignity, worthy, honour, respect, welcome, build others up
Spring 2	<p><b>UKS2 Module 2 Unit 3 Session 1: Sharing Isn't Caring</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>• How to use technology safely.</li> <li>• 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</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> </ul>	<ul style="list-style-type: none"> <li>- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>- How information and data is shared and used online.</li> <li>- That for most people the internet is an integral part of life and has many benefits.</li> <li>- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with teaching, discussion questions and activities.</li> <li>• Be able to describe some 'dos and dont's of sharing online</li> <li>• All children will have a general understanding of different ways we use the internet, understand some ways they can stay safe and how to seek help from a trusted adult.</li> <li>• Most children will be able to make safe and sensible decisions about sharing online and understand that it is important to use the internet responsibly.</li> <li>• Some children will be able to articulate how their growing independence can lead to situations where they will need to make their own responsible decisions about online safety.</li> </ul>	personal safety, digital world, communication, information, entertainment, email search engines, websites, social media, online, TV, age restrictions, sharing online, username





<p>Spring 2</p>	<p><b>UKS2 Module 2 Unit 3 Session 2: Cyberbullying</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• What the term cyberbullying means and examples of it.</li> <li>• What cyberbullying can feel like for the victim.</li> <li>• How to get help if they experience cyberbullying.</li> </ul>	<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.</p> <ul style="list-style-type: none"> <li>- That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• All children will know some safety rules about chatting online, what cyberbullying means and how to get help from a trusted adult.</li> <li>• Most children will understand that online messages can be misinterpreted, recognise the difference between bullying and banter and know the steps to take if they or someone they know experiences cyberbullying.</li> <li>• Some children will demonstrate a deeper understanding of the possible long-term effects of cyberbullying, their personal responsibility to behave considerately towards others and how to model good online behaviour.</li> </ul>	<p>online messages, chatting online, accuracy, distorted, misinterpreted, context, cyberbullying, bullying, banter, block, delete, save evidence, report, good online behaviour, responsibility</p> <p><b>Virtues to be developed</b>                  Critical thinking                  Honesty                  Confidence</p>
<p>Summer 1  <b>Year 6 only</b></p>	<p><b>UKS2 Module 2 Unit 4 Session 1: Types of Abuse v2</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That abuse violates the rights of children</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</li> </ul>	<p>- term 'abuse' and the different kinds of abuse, including sexual (which in LKS2 was described as 'abuse of private parts')</p> <ul style="list-style-type: none"> <li>- Children will be introduced to the concept of rights, and how abuse violates their rights. They will be asked to think of trusted adults that they can talk to about any issues they may face. There is a discussion on the rights violation that is Female Genital Mutilation (FGM).</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with teaching, discussion questions and activities</li> <li>• All children will know that if they feel unsafe, they can and should seek out a trusted adult for help and support.</li> <li>• Most children will understand that some physical contact is appropriate and some is inappropriate, and be able to describe some examples of these.</li> <li>• Some children will demonstrate greater empathy throughout the activities and a deeper understanding that because God made us to love and be loved, we should respect one another's bodily privacy and autonomy.</li> </ul>	<p>people, places, rules, un/safe, respect, bodily, privacy, bodily, autonomy, physical touch, in/appropriate, abuse, neglect, physical, abuse, emotional, abuse, sexual, abuse, secrets, rights, freedom, protection, law, intervene, discrimination, violence, health, violation FGM, Female Genital Mutilation, vulva, genitalia, cutting, circumcision, Sunna, Gudniin, Halalays, Bondo, Tahoor, illegal, risk, misinformation, campaign</p> <p><b>Virtues to be developed</b>                  Respect                  Compassion                  Courage</p>
<p>Summer 1</p>	<p><b>UKS2 Module 2 Unit 4 Session 2: Impacted Lifestyles</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• About the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</li> <li>• How to make good choices about substances that would have an impact on their health.</li> <li>• That our bodies are created by God, so we should take care</li> </ul>	<p>- The characteristics and mental and physical benefits of an active lifestyle.</p> <ul style="list-style-type: none"> <li>- 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).</li> <li>- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.</li> <li>- The facts and science relating to immunisation</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with the film and answer questions</li> <li>• Take an active part in group/paired activities</li> <li>• All children will learn about the effect that a range of substances including drugs, tobacco and alcohol can have on</li> </ul>	<p>drugs, alcohol, tobacco, legal, illegal, recreational, impact, lifestyle, lungs, Oxygen, heart, blood, smoke, cigarettes, chemicals, Nicotine, Carbon Monoxide, tar, organ, damage, pulse, physical, financial, social, impaired, moderation, responsibility, independence, honour, respect</p> <p><b>Virtues to be developed</b></p>



	of them and be careful about what we consume.	and vaccination About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	the body. <ul style="list-style-type: none"> <li>• Most children will understand the impact that these substances can have on people's lifestyles, and how we can all make better choices to benefit our health and well-being.</li> <li>• Some children will understand that our bodies are created by God, and we can honour Him by taking care of them and being careful about what we consume.</li> </ul>	Gratitude Foresight Self-control Moderation
Summer 1	<p><b>UKS2 Module 2 Unit 4 Session 3: Making Good Choices</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco.</li> <li>• Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies.</li> </ul>	<ul style="list-style-type: none"> <li>- The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with the film and answer questions</li> <li>• Take an active part in group/paired activities</li> <li>• All children will understand that as they get older they may come under pressure when it comes to drugs, alcohol and tobacco.</li> <li>• Most children will be able to come up with 'for' and 'against' arguments for giving into pressure, and practise making good choices.</li> <li>• Some children demonstrate understanding that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies.</li> </ul>	drugs, alcohol, tobacco, pressure, choice, decision, good, bad, conscience, uncomfortable, worried, anxious, upset, distressed, moderation, self-confidence, resilience, well-being, respect  <p><b>Virtues to be developed</b></p> Temperance Reasoning Confidence
Summer 1	<p><b>UKS2 Module 2 Unit 4 Session 4: Giving Assistance</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• The recovery position can be used when a person is unconscious but breathing</li> <li>• DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</li> </ul>	<ul style="list-style-type: none"> <li>- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>- How to make a clear and efficient call to emergency services if necessary.</li> <li>- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with the film and teaching</li> <li>• Take an active part in demonstration/roleplay/writing activities</li> <li>• All children will understand that, amongst other things, the job of a First Aider is to keep themselves and the casualty safe.</li> <li>• Most children will, with prompts, have a degree of confidence in performing the DR ABC primary survey, as well putting someone in the recovery position.</li> <li>• Some children will confidently demonstrate the DR ABC primary survey and understand the importance of following this in order to prioritise potentially life-threatening conditions.</li> </ul>	First Aid, casualty, injury, safe, emergency services, recovery position, un/conscious, DR ABC, Danger, Response, Airway, Breathing, Circulation, Defibrillator, life-threatening, environment, hazards, risk, innate, desire  <p><b>Virtues to be developed</b></p> Compassion Kindness Critical Thinking



<p>Summer 2</p>	<p><b>UKS2 Module 3 Unit 1 Session 1: The Holy Trinity</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.</li> <li>• The Holy Spirit works through us to share God's love and goodness with others.</li> </ul>	<ul style="list-style-type: none"> <li>- that the Holy Trinity is our name for the three persons of God: God the Father, God the Son (Jesus) and God the Holy Spirit.</li> <li>- how we can allow the Holy Spirit to work through them to share God's love in the world.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Engage with questions and activities about the nature of the Holy Trinity.</li> <li>• Be able to give ideas about how to share God's love with others.</li> <li>• All children will understand that God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.</li> <li>• Most children will understand that the Holy Spirit works through us to share God's love and goodness with others.</li> <li>• Some children will demonstrate a more nuanced and personal understanding of what it means for the Holy Spirit to live inside us and how this helps us to share God's love in the world.</li> </ul>	<p>Holy Trinity, God the Father, God the Son (Jesus), God the Holy Spirit, love, mystery of faith, helper, Good News, the Creed, the Church, God's, family, home, school, parish, diocese</p> <p><b>Virtues to be developed</b></p> <p>Faith                  Love                  Kindness</p>
<p>Summer 2</p>	<p><b>UKS2 Module 3 Unit 1 Session 2: Catholic Social Teaching</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• The principles of Catholic Social Teaching</li> <li>• That God formed them out of love, to know and share His love with others</li> </ul>	<ul style="list-style-type: none"> <li>- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Describe the basic principles of Catholic Social Teaching</li> <li>• Engage in discussions around how and why they have been formed</li> <li>• All children will learn what the seven principles of Catholic Social Teaching are.</li> <li>• Most children will know that God loves them and wants them to love others, and be able to come up with examples of how Catholic Social Teaching principles can be practised.</li> <li>• Some children will demonstrate a greater sense of conviction and motivation to incorporate Catholic Social Teaching principles in their daily lives and will be able to identify injustices in the world where change could be affected.</li> </ul>	<p>Catholic Social Teaching, love, relationships, created, equality, justice, dignity, family, community, participation, rights, responsibilities, poor, vulnerable, workers, solidarity, care</p> <p><b>Virtues to be developed</b></p> <p>Love                  Justice                  Compassion                  Motivation</p>
<p>Summer 2</p>	<p><b>UKS2 Module 3 Unit 2 Session 1: Reaching Out</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>• Apply the principles of Catholic Social Teaching to current issues.</li> <li>• Find ways in which they can spread God's love in their community.</li> </ul>	<ul style="list-style-type: none"> <li>- Recapping the principles of Catholic Social Teaching.</li> <li>- Looking at current news stories, applying Catholic Social Teaching to analyse the issues and come up with ways of reaching out to others and spreading God's love in their communities.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Talk about a news story, saying how it affects our human family.</li> <li>• Give examples of how they can help others in their community</li> <li>• All children will have a basic understanding of how to apply the principles of Catholic Social Teaching to current issues.</li> <li>• Most children will understand how Catholic Social Teaching principles can help them to judge not only whether something is wrong, but why it is wrong.</li> </ul>	<p>Catholic Social Teaching, in/justice, dignity, family, community, participation, rights, responsibilities, poor, vulnerable, workers, solidarity, care, protect, donate, compassion</p> <p><b>Virtues to be developed</b></p> <p>Justice                  Sincerity                  Perseverance</p>



			<ul style="list-style-type: none"> <li>Some children will show great aptitude when categorising articles, and demonstrate compassion and motivation to challenge issues of injustice.</li> </ul>	
Summer 2	<p><b>UKS2 Module 3 Unit 2 Session 2: The World of Work</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>Learn about the process of getting a job and consider factors that influence job choices.</li> <li>Understand how stereotyping can affect work aspirations and learn to challenge such attitudes.</li> <li>Consider jobs in different sectors, learning pathways to work and their own job aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>Aspects of the world of work including the process of getting and changing jobs, the factors that influence job choices, and the challenges of gender stereotyping and unemployment.</li> <li>Consider the benefits of work, some of the learning pathways to work and their own job aspirations.</li> <li>Learning how personal values, attitudes and life skills contribute to our future and make us who we are – uniquely made and loved by God who calls us and has a plan for each one of us.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Take an active part in activities and discussions and consider how their interests, skills and talents could inform future opportunities.</li> <li>Have the opportunity to engage in a time of reflection and prayer</li> <li>All children will be able to identify different types of work, understand some of the factors that influence job choices and recognise the harmful effects of stereotyping.</li> <li>Most children will understand some of the benefits of working, understand the process of getting a job, consider some positive and negative influences on job choices and aspirations and will be able to reflect on types of work that fit with their own interests, skills and values.</li> <li>Some children will demonstrate a deeper understanding of how their values, gifts and strengths, and understand that God calls us to our vocation.</li> </ul>	<p>job, work, employer, salary, employee, happiness, fulfilment, vocation, stereotypes, opportunities, aspirations, barriers, life skills, learning pathways, self-esteem, self-belief, unique, vocation, God's plan</p> <p><b>Virtues to be developed</b>                  Courage                  Motivation                  Faith</p>
Summer 2	<p><b>UKS2 Module 3 Unit 2 Session 3: The World of Work</b>  <b>Session Length – 45-60 min</b></p> <p><b>Learning Objectives:</b>                  The pupils will learn</p> <ul style="list-style-type: none"> <li>There are a wide variety of payment options.</li> <li>The importance of budgeting and tracking spending and saving.</li> <li>About the hierarchy of needs and other influences on spending choices.</li> <li>Some people have more money than others.</li> <li>God asks us to be good stewards of our money and resources.</li> </ul>	<ul style="list-style-type: none"> <li>Payment methods, budgeting and money tracking techniques.</li> <li>The principle of the hierarchy of needs and what influences money habits.</li> <li>Financial inequalities in the UK and overseas and the support that is available through governments and charities.</li> <li>God calls us to live generously and pupils will explore tithing as a form of charitable giving, and learn through the parable of the talents, how we can use our ambition and gifts to make a positive contribution.</li> </ul>	<p><b>End points for the week</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Take an active part in activities and discussions.</li> <li>Have an opportunity to engage in a time of reflection and prayer.</li> <li>All children will understand that tracking our money and budgeting is part of good money management.</li> <li>Most children will know factors that influence spending and saving choices and show an understanding of the unequal wealth in the world and their community.</li> <li>Some children will demonstrate an understanding of stewardship and the Christian perspective on donating money to the Church and other charities.</li> </ul>	<p>money, payment, cash, cheque, credit card, debit card, bank transfer, online payment, gift card, loan, tracking, budget, receipts, saving, goals, hierarchy of needs, attitudes, feelings, poverty, wealth, generosity, stewardship, tithing, charitable, giving talents, ambitions</p> <p><b>Virtues to be developed</b>                  • Honesty                  • Self-control                  • Generosity</p>



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Learning and loving with Christ as our teacher

Phase 5/6 RSE & PSHE Overview



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