Learning and loving with Christ as our teacher

Phase 1/2 RSE & PSHE Overview

Term	Content	Statements covered	End points	Key vocabulary
Autumn 1	**Beginning of Year** **Session Length – 30 min** Learning Objectives for the half term The pupils will learn • The expectations for the classroom • Class promises	• We all work together and follow our class promises.	**End points** Children will • Know the class promises • Follow the class promises	class promises, rules, work together **Virtues to be developed** Kindness Love Harmony
Autumn 1	**Beginning of Year** **Session Length – 30 min** Learning Objectives for the half term The pupils will learn • We will be able to identify our safe people. Each child completes a Protective Behaviour hand of safe people for the class.	• We will be able to name someone we would talk to if we were worried or upset.	**End points** Children will • Be able to identify at least one safe person who they would talk to if they were worried or upset.	safe people, worries, sad, upset **Virtues to be developed** Confidence Reflection
Autumn 1	**<u>KS1 Module 1 Unit 1- Let the Children Come</u>** **Session Length:** 5 sessions over 5 days, each lasting 10-15 minutes Let the children come **Learning Objectives for the week:** Children will learn • We are created **individually** by God; • God wants us to **talk to Him** often through the day and treat Him as our best friend; • **God has created us, his children, to know, love and serve Him** in this life and forever - this is our purpose and goal and will bring us true happiness; • We are created as **a unity of body, mind and spirit**: who we are matters and what we do matters; • We can **give thanks to God** in different ways.	- That each person's body belongs to them, and we are all uniquely created.	**End points** • Children will actively engage with the story, activities and discussions each day • Children will be able to recall and articulate their learning • All children will know that they are created and loved by God. • Most children will know that this means they are uniquely created individuals who Jesus wants to be friends with. • Some children will demonstrate an understanding of personal faith and articulate how this makes them feel.	special, important, worthy, valuable, unique, individual, Kingdom of Heaven, welcome, faith, purpose, happy, body, mind, spirit, Gospel **Virtues Developed:** • Faith • Gratitude • Prayerfulness

Autumn 2	**<u>KS1 Module 1 Unit 2 Session 1 – I Am Unique</u>** **Session Length: 30 min** **Learning Objectives for the week:** Children will learn • We are unique, with individual gifts, talents and skills. This session builds on the Unit 1 Gospel reflections on Jesus welcoming little children to Him, helping pupils to remember that they're all special because they are made and loved by God. Children will be encouraged to notice similarities and celebrate differences between fictional people and each other as things that make us unique and special. They will start learning a song to reinforce learning; this song will be added to in each session of this Unit.	- 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. - 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.	**End points** Children will: • Engage with teacher-led questions and paired interactions • Be given the opportunity to reflect on what makes them unique through an activity called 'My Special Box' • Join in with learning the chorus of the song, 'Touch Your Knees, Touch Your Toes' • All children will learn that we are each unique. • Most children will understand that part of being unique means we each have individual gifts, talents and skills. • Some children will be able to articulate what makes themselves and others unique in terms of their individual gifts, talents and skills as well as their physicality.	unique, special, similarities, differences, individual, gifts, talents, skills **Virtues Developed:** • Gratitude • Respect • Humility
Autumn 2	**<u>KS1 Module 1 Unit 2 Session 2 – Girls and Boys</u>** **Session Length: 30 – 40 min** **Learning Objectives for the week:** Children will learn • Our bodies are good; • The names of the parts of our bodies • Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family This session is all about celebrating our God-given bodies and the things they enable us to do! In an age-appropriate way, children will be encouraged to notice similarities and celebrate differences between girls and boys on physical, emotional and spiritual levels. Use PowerPoint 1 Alongside this complete NSPCC PANTS activities	- 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. - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	**End points** Children will: • Engage with teacher-led discussions about how girls and boys are both similar and different • Discuss and/or independently name taught body parts through a worksheet activity • All children will know that their bodies, created by God, are good. • Most children will be able to name taught body parts and describe how they can be used/what they are. • Some children will demonstrate foreknowledge of body parts and confidently offer opinions around gender stereotypes.	similarities, differences, gender stereotypes, equal, value, worth, favourite, interests, personality, physical appearance, shoulders, legs, arms, ears, head etc. **Virtues Developed:** • Courtesy • Curiosity • Modesty

Autumn 2	**<u>Anti-Bullying Week</u>** **<u>Learning Objectives for the week:</u>** Children will learn: • Jesus taught us to love one another. We do this by being kind to others. • We need to all work together to spread kindness and love. • We need to all work together to stop bullying and create the best world possible.	- Jesus taught us to love one another. - We do this by being kind to others. - We need to all work together to spread kindness and love. - We need to all work together to stop bullying and create the best world possible.	**End points for the week** Children will: • Engage with discussions and group activities. • Be able to articulate how to be kind towards others. • All children will know that we should be kind to others. • Most children will be able to say at least one way that they can be kind towards others. • Some children will understand that we should work together to stop bullying.	Love, be kind to others, spread kindness, bullying, best world possible **Virtues to be developed** Kindness Respect Compassion
Autumn 2	**<u>KS1 Module 1 Unit 2 Session 3 & 4 – Clean and Healthy (My Body)</u>** **Session Length: 40 min (2 sessions)** **Learning Objectives for the week:** Children will learn • Our bodies are good and we need to look after them; • What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; • The importance of sleep, rest and recreation for our health; • How to maintain personal hygiene. Building from the last session where we learned that our bodies are good, this session teaches children how to take care of their bodies. Children will meet Super Susie and help teach her how to take care of herself. They will finish learning “God Made Me, God Made You” and remember that their bodies are a special gift from God that they need to look after! Preparation Notes Super Susie is an animated character who children follow through 8 parts of a film. In between each part, there are discussion questions, key teaching points and a creative play extension activity. Some activities require materials and preparation, while others don’t and all can be adapted. Teachers should look through these extension activities, and choose as many as they want to use with their class. Teachers should feel free to ‘pick and mix’ these extension activities, noting that the film order shouldn’t be changed, but activities can be omitted, or saved until the end of each session as recap activities if preferred.	- That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - The characteristics and mental and physical benefits of an active lifestyle. - What constitutes a healthy diet (including understanding calories and other nutritional content). - The principles of planning and preparing a range of healthy meals. - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). - The importance of sufficient good quality sleep for good health - 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.	Children will: ● Take part in the interactive story by advising and making choices for Super Susie ● Demonstrate knowledge about what is necessary to stay healthy ● Join in with singing the song to reinforce learning ● All children will understand that they need to take good care of their bodies, which are special and created by God. ● Most children will be able to articulate various ways of keeping healthy and maintaining personal hygiene. ● Some children will be able to confidently reflect on aspects of their own lifestyle that are healthy/could be healthier.	care, special, good, super, balanced diet, clean, wash, brush, sleep, teeth, hair, body, hygiene, healthy **Virtues Developed:** ● Self-control ● Autonomy ● Critical Thinking

Spring 1	**<u>KS1 Module 1 Unit 3 Session 1 – Feelings and Dislikes</u>** **Session Length: 40 min** **Learning Objectives for the week:** Children will learn • That it is natural for us to relate to and trust one another; • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); • A language to describe our feelings.	- 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.	**End points:** Children will: ● Interact with teacher-led discussion questions ● Be given the opportunity to reflect on and articulate their own feelings about given scenarios and their own experiences ● Contribute to a word bank to describe feelings ● All children will have a basic understanding of their own feelings, likes and dislikes. ● Most children will show respect for the likes/dislikes of others, and understand that people might experience feelings differently. ● Some children will demonstrate high emotional awareness through confident discussion of feelings, likes, dislikes and the needs of themselves and others.	like/dislike, love/hate, prefer, feelings, positive/negative, loved, respected, safe, excited, frightened, worried, happy, sad, annoyed, bored, sleepy, disgusted, calm **Virtues Developed:** ● Compassion ● Respect ● Confidence
Spring 1	**<u>KS1 Module 1 Unit 3 Session 2 – Feelings Inside Out</u>** **Session Length: 30 min** **Learning Objectives for the week:** Children will learn • Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.	- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	**End points:** Children will: ● Engage with discussion questions throughout the film ● Be given the opportunity to reflect on and articulate their own feelings about given scenarios and their own experiences ● Contribute to a word bank to describe feelings ● All children will understand that feelings and actions are two different things. ● Most children will understand what it means to have choice over their actions, in spite of their feelings. ● Some children will demonstrate a nuanced understanding of the range of intensity with which feelings can be experienced and share personal examples of times when they have chosen to act differently to how they felt.	feelings, actions, choice, extremely, very, a little bit, fight, angry, annoyed, negative, positive **Virtues Developed:** ● Judgment ● Reasoning ● Resilience

Spring 1	**KS1 Module 1 Unit 3 Session 3 – Super Susie Gets Angry** **Session Length: 40 min** **Learning Objectives for the week:** Children will learn • Simple strategies for managing feelings and for good behaviour; • That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; • That Jesus died on the cross so that we would be forgiven. Using the knowledge they gained over previous sessions, children will have to take up the mantle of the expert and help Super Susie through experiencing strong feelings for the first time. Children will reinforce previous learning by helping Susie through discussion and/or role-play (depending on teacher preference and age/stage of children). They will learn more about consequences of choices and what to do when it all goes wrong.	- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - 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. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - 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.	**End points:** Children will: • Engage with discussion questions and/or role play activities throughout the film • Be given the opportunity to reflect on their own experiences of extreme feelings, how they acted and what they could have done differently • Contribute to a word bank to describe feelings - All children will understand that choices have consequences. • Most children will be able to describe some simple strategies for managing feelings and maintaining good behaviour, including a basic understanding of the concept of forgiveness. • Some children will demonstrate empathy when discussing the feelings/actions of others and have a deeper level of understanding about how we can forgive others because God forgives us.	feelings, actions, consequences, choice, mistakes, sorry, forgiveness, God, Jesus, Sin, separate, friends, Garden of Eden, die, Cross, Sacrament of Reconciliation **Virtues Developed:** • Humility • Reflection • Self-control
Spring 1	**Feeling Good Week & Mental Health Week** **Session Length 30 min** **Complete activity linked to the years theme.**			

Spring 1	**<u>Additional activity- Internet safety day</u>** Poster explain how to be safe on the internet	- 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.		
Spring 1	**<u>KS1 Module 1 Unit 4 -</u>** Session 1: The Cycle of Life **Session Length:** 30 minutes **Learning Objectives:** Children will learn that: • Children will know and appreciate that there are natural life stages from birth to death, and what these are. This session can be split into two if preferred. It starts by referring back to the account of Jesus welcoming the little children used in Unit 1 of this Module, to show that God created us to follow the cycle of life and He loves us at every stage. We are created to grow, change and learn, not least about the love of God and how we can share it with others. There can be joy in every stage of life! The session then moves to looking at the specifics of the human life cycle, and children will be encouraged to celebrate how they have already changed and grown.	- "Every person God makes is different. Different colours, different talents, different favourite things. But you are God's child. My Father, God, made YOU. And He only made one of you! And that is what makes you special." - Jesus grew up like us – from baby to child to teenager to adult – and He said that God never stops loving us or calling us His children as we grow older. - Growing older and changing is part of God's plan for us! God made us to grow and learn and every day we can learn a bit more about how much God loves us and how we can share that love with others. -	**End points:** Children will: ● Engage with discussion questions about the story ● Be able to describe the stages of the human life cycle ● Take part in activities about their own development ● All children will understand that there are different stages of life and what these are. ● Most children will understand that these life stages from birth to death are part of God's plan for us, and be able to describe what different life stages are like. ● Some children will be able to confidently reflect back on their own journey of growth look forward to future changes.	different, similar, special, growing, changing, God's plan, God's love, baby, child, teenager, adult, elderly person **Virtues Developed:** ● Curiosity ● Gratitude ● Community awareness

Spring 1 **For Year 2 Pupils**	**KS1 Module 1 Unit 4 -** Session 2: Beginnings and Endings **Session Length:** 40 minutes **Learning Objectives:** Children will learn that: • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are Grieving The previous session in this unit considered how God created us to follow the human cycle of life, and we are loved by Him at every stage. This session builds on this foundation by introducing the beginning and ending points of the human life cycle: birth and death, the latter of which is the main focus of the session. Framed within the Christian understanding of eternal life, pupils will learn to consider and communicate about death in a direct yet gentle way, understand some of the feelings experienced when a person dies (grief) and consider ways to support themselves and others.	- Stories help us to understand about beginnings and endings. But did you know that beginnings and endings are happening around us all the time? - When God created the world, He made lots of living things: plants, trees, birds, fish, animals and humans. - Every single living thing has a beginning and an ending; in between is living. - However long a plant or tree or bird or fish or animal or human is alive is called their lifetime. - For a human, their beginning is called birth, and their ending is called death. In the middle is their lifetime. - This is all part of God's plan for us! In the Bible it says: 'There is a time to be born and a time to die.' (Ecclesiastes 3:2) - For Christians, death is the start of a new stage of life, rather than just an ending.	**End points:** Children will: ● 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 death and grief.	beginning, ending, middle, birth, lifetime, death, heaven, God's love, baby, child, teenager, adult, elderly person, natural, life cycle, grief, loss, sad, grumpy, angry, confused, hard to concentrate, lonely, shocked, puzzled, messy, hope **Virtues Developed** ● Faith ● Resilience ● Gratitude
Spring 1	**KS1 Module 1 Unit 4 -** Session 3: Change is All Around & Classroom Shorts **Session Length:** 40 minutes **Learning Objectives:** Children will learn that: • Change is a part of life. • Managing our feelings about change helps to prepare us for future changes. • God is with us as we change and grow. The previous sessions in this unit explored the cycle of life including birth and death, the beginning and end points of our lifetime on earth. Underpinned by the Christian understanding that God created us to change and grow, this session focuses on other experiences of change and feelings about change, with a reminder that God is always with us. Children are encouraged to celebrate how they already have changed and grown and how their experiences help prepare them for changes to come, including the transition to their next class.	- Many kinds of trees change with the seasons, explaining that they look different in Spring, Summer, Autumn and Winter, and that the seasons continue in a cycle. - Changes, beginnings and endings are happening around us all the time. - God made His creation to change and grow. - We have grown and changed – from babies to toddlers to school children – and we're still growing! - Each change we experience helps to prepare us for changes to come. - There are many different kinds of change – small changes and big changes, changes that we know are coming and changes that are unexpected, changes we like and changes we don't like. - Sometimes our choices lead to change in ourselves or others.	**End points:** Children will: • Identify different kinds of change. • Take an active part in discussions about change and their feelings around different changes. • All children will understand that change happens throughout life and will be able to talk simply about some changes they have experienced. • Most children will be able to identify feelings associated with change, acknowledge times they have managed change in the past and know how to seek support. • Some children will be able to talk positively about change and demonstrate an understanding that God is always with us as we grow and change.	change, grow, seasons, life-cycle, expected, unexpected, similarities, differences, God's plan, growing up, moving on, transition, manage, feelings, emotions, support **Virtues Developed** • Courage • Resilience • Compassion

Spring 2	**KS1 Module 2 Unit 1 -** Session 1: God loves you **Session Length:** 40 minutes **Learning Objectives:** Children will learn that: We are part of God's family; • Saying sorry is important and can mend friendships; • Jesus cared for others and had expectations of them and how they should act; • We should love other people in the same way God loves us. Colouring activity- thoughts about the story around the picture	- 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. - 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.	**End points:** • Children will answer teacher-led discussion questions; • Children will be given the opportunity to reflect on what the parable of The Prodigal Son means for them. • All children will understand that we are always welcome as part of God's family. • Most children will understand that saying sorry is important and can mend friendships – both with those around us and with God. • Some children will confidently offer ideas about how they can love other people in the same way God loves us.	prodigal son, God, naughty, mistakes, abandon, forgive, sorry, God's love, inheritance, sin **Virtues Developed** ● Humility ● Prayerfulness ● Love
Spring 2	**KS1 Module 2 Unit 2** Session 1: Special people **Session Length:** 30 minutes **Learning Objectives:** Children will learn: • To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; • The importance of nuclear and wider family;	- That families are important for children growing up because they can give love, security and stability. - That others' families, other in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that	**End points:** • Children will actively participate in exploring Super Susie's network of special people via an interactive story; • Children will engage with discussion questions about the story and draw parallels with their own special people in their nuclear and wider family;	family, mum, dad, brother, sister, grandma, grandad, friend, priest, special, loving, listen, safe, responsible, adult **Virtues Developed** ● Honesty ● Confidence ● Loyalty

	• The importance of being close to and trusting special people and telling them if something is troubling them. This session will help children to identify the 'special people' in their lives and what it is that makes them special. Through exploring Super Susie's network of special people – her Super Special Squad – children will understand the importance of the nuclear and wider family, and of being close to and trusting their special people, especially their parents. They will also learn that it is important to talk to their special people about things that are troubling them. Children will be given opportunities to reflect on their own network of special people and to remember that God is their most special relationship of all. Pupil Worksheet - My Super Special Squad	other children's families are also characterised by love and care. ✓ 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. ✓ Those stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ✓ Where to get advice e.g. family, school and/or other sources.	• Children will reflect on and take part in activities about their own networks of special people. • All children will understand the concept of 'special people' and identify their own. • Most children will understand that their 'special people' are special to them in different ways, and be able to identify who they would go to if something was troubling them. • Some children will demonstrate deep emotional understanding of their own and Super Susie's 'special people', and confidently articulate what makes each of them so special.	
Spring 2	**<u>KS1 Module 2 Unit 2</u>** Session 2: Treat others well **Session Length:** 35 minutes **Learning Objectives:** Children will learn: • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; • The characteristics of positive and negative relationships; • Different types of teasing and that all bullying is wrong and unacceptable. Building on the session 'Feeling Inside Out' in Module 1 where children learnt that their feelings and actions are different things, this session investigates how their behaviour can affect other people. Children will interact with a film to help them to identify appropriate and inappropriate behaviours and the effects that they can have.	- How important friendships are in making us feel happy and secure, and how people choose and make friends. - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - 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. - The conventions of courtesy and manners. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	**End points :** • Children will take part in group discussions and votes: • Children will reflect and take part in activities about what makes a good or bad friend: • All children will gain a basic understanding of what is appropriate and inappropriate behaviour. • Most children will be able to describe and strive to practise the qualities of being a good friend. • Some children will show a more nuanced understanding of good/bad relationships (friendships) and how this relates to teasing and bullying.	behavior, appropriate, inappropriate, OK, not OK, nasty, mean, teasing, bullying, rude, lies, generous, helpful, honest, unfair, jealous, welcoming, selfish, fun, good, listener, fair, trust, steal, hurt **Virtues Developed** • Kindness • Courtesy • Generosity • Trustworthiness

	Printout - Qualities of Good and Bad Friends- cutting and sticking activity			
Spring 2	**KS1 Module 2 Unit 2** Session 3- …. And say sorry **Learning Objectives:** Children will learn: • To recognise when they have been unkind and say sorry; • To recognise when people are being unkind to them and others and how to respond; • To know that when we are unkind to others, we hurt God also and should say sorry to him as well; • To know that we should forgive like Jesus forgives. Children will watch interviews with the characters in film from the last session to see how they felt about what had happened, and the significance of saying sorry. Children will learn that our behaviour can not only upset other people, but it can hurt God too. They will be given an opportunity to reflect on their own experiences and to give and receive forgiveness.	- 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. - Practical steps they can take in a range of different contexts to improve or support respectful relationships.	**End points:** • Children will interact with the film and group discussions; • Children will reflect about their own experiences of unkindness; • Children will be given an opportunity to say sorry to God and to ask for forgiveness. • All children will understand the importance of saying sorry and seeking forgiveness to mend friendships. • Most children will understand that when we are unkind to others, we hurt God too and so should say sorry to Him; and be able to identify times when they have been unkind. • Some children will demonstrate further self-awareness about their own treatment of others and how they should forgive like Jesus forgives us.	fault, blame, forgiveness, argument, responsible, sorry, feelings, actions, trust, hurt, mistakes, sin **Virtues Developed** ● Humility ● Integrity ● Sincerity
Spring 2	**KS1 Module 2 Unit 3** Session 1: Real Life Online **Session Length: 20 min** **Learning Objectives:** Children will learn: • That the internet connects us to others and helps us in lots of • ways. • Our feelings matter – both online and offline. • That Jesus cares about our feelings and gives us peace. Some people might consider life online to be 'non-real' – a 'virtual' reality. However, this session will help children understand that just like we can feel joy and feel upset in the different places we go physically, we can feel joy and feel upset in the different places we go to digitally too. This session introduces the internet for KS1: how they use it, what they love, what they find difficult – and that we need to establish some rules to keep us safe.	- The internet is a network that connects computers all around the world. - We can use the internet on different devices like phones, laptops and - tablets. - There are lots of different things we can do on the internet. - Our online lives are just as real as our 'real' lives. - Jesus cares about all our feelings - the ones that feel good and the ones that don't feel so good – so we can always bring our feelings to Him and trust that He will give us His peace and comfort.	**End points:** Children will: • Engage with the story and activities. • Answer teacher led questions about life online and offline. ● All children will understand what the internet is and be able to describe ways in which they like to use it. ● Most children will understand and be able to describe feelings which might arise on and offline. ● Some children will understand that our online activity is also 'real life', and have a growing understanding of how this means we should behave online.	Internet, network, computer, laptop, tablet, phone, devices, online, offline, shopping, games, directions, social media, photos, email, video calls, instant messaging, videos, real, feelings, happy, sad, annoyed, scared, bored, disgusted, calm, trust, special person, rules, peace **Virtues Developed** ● Curiosity ● Critical thinking ● Moderation

Spring 2	**KS1 Module 2 Unit 3** Session 2: Rules To Help Us **Session Length: 35 min** **Learning Objectives:** Children will learn: • Understand safe and unsafe situations, including online. • Ask for adult help with anything that worries them or makes them feel unsafe Building on learning from the previous session about the similarities and differences between 'real' and 'online' life, this session helps children to recognise safe and unsafe situations in both. Through activities and the story of Smartie the Penguin, children will understand that being safe is not just about physical precautions, they also need to feel safe on the inside. This resource embeds the resource 'Smartie the Penguin' by Childnet International within the Life to the Full programme.	- The Internet and screen time is great but only in moderation. - Sometimes when we are online, things might pop up that we don't expect. These might be adverts that try and trick us into spending money (often without us realising), or might try to take us to websites that aren't appropriate for children. Never click on pop-ups that you don't expect! - Some things on the internet aren't appropriate for children – only play games and visit websites that are intended for your age group. - It is just as important to be nice to people on the internet as it is in real life. If anyone online is not kind, tell an adult who can help you block them and report them!	**End points:** ● Actively participate in activities and the 'Smartie the Penguin' story ● Engage in discussions about what is and isn't safe online ● Identify who they can talk to about anything they feel uncomfortable about, particularly online ● All children will understand that they should ask an adult about anything they encounter online that they are not sure about, or which makes them feel worried or unsafe. ● Most children will understand that the internet can be used safely if we know some rules to keep us safe. ● Some children will demonstrate prior knowledge about how to stay safe online, and have a sense of the peace that God gives to us.	safe, unsafe, online, offline, rules, help, internet, screen, time, moderation, pop-ups, website, games, appropriate, block, report, delete, warm, comforted, reassured, peaceful, happy, protected, free, tablet, laptop, phone, helmet, oven, gloves, seatbelt, sunscreen, hat, map, stop, look, listen, stabilisers, armbands **Virtues Developed** ● Self-control ● Reasoning ● Honesty
Summer 1	**KS1 Module 2 Unit 4** Session 1: Good secrets and bad secrets **Learning Objectives:** Children will learn: • The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; • How to resist pressure when feeling unsafe. In this session, children will learn the difference between good secrets that are safe to keep, and bad secrets that are unsafe to keep. They will help Super Susie to decide whether some secrets she is asked to keep are good or bad, and what to do about it. Through activities and teaching, children will learn how to resist pressure when feeling unsafe. Susie`s secrets- Use Susie`s secrets as an outline but adapt some of these.	- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - How to recognise and report feelings of being unsafe or feeling bad about any adult.	**End points:** • Children will engage with teacher-led discussions on the differences between 'good' and 'bad' secrets; • Children will advise Super Susie after hearing her story. • All children will understand the importance of saying sorry and seeking forgiveness to mend friendships. • Most children will understand that when we are unkind to others, we hurt God too and so should say sorry to Him; and be able to identify times when they have been unkind. • Some children will demonstrate further self-awareness about their own treatment of others and how they should forgive like Jesus forgives us.	good secret, bad secret, surprise, safe, unsafe, temporary, forever, trust, threat, guilty, private matter **Virtues Developed** ● Autonomy ● Reasoning ● Courage

Summer 1	**<u>KS1 Module 2 Unit 3</u>** Session 2: Physical contact **Session Length:** 45 minutes (1 session option) OR 25 and 25 minutes (2 session option) **Learning Objectives:** Children will learn: • To know that they are entitled to bodily privacy; • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. This session incorporates (with kind permission) the PANTS resources from the NSPCC that teach children: 1. Privates are private. 2. Always remember your body belongs to you. 3. No means no. 4. Talk about secrets that upset you. 5. Speak up, someone can help. This is framed in the core belief that our bodies are made by God and given to us as wonderful gifts that deserve our and others respect. You may wish to split this session into two, **** marks the suggested break point.	- The importance of permission-seeking and giving in relationships with friends, peers and adults. - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - How to recognise and report feelings of being unsafe or feeling bad about any adult. - How to report concerns or abuse, and the vocabulary and confidence needed to do so.	**End points:** • Children will engage with PANTS teaching and activities; • Children will answer questions to demonstrate understanding.	Private, bodies, God, gifts, respect, honest, trust, wisdom courage **Virtues Developed** ● Respect ● Confidence ● Courage

Summer 1	**KS1 Module 2 Unit 4** Session 3: Harmful Substances **Session Length:** 30 minutes (1 session) **Learning Objectives:** Children will learn: Medicines are drugs, but not all drugs are good for us. • Alcohol and tobacco are harmful substances. • Our bodies are created by God, so we should take care of them and be careful about what we consume. This session incorporates pupils sorting objects including medicine, cigarettes, cleaning products ect into harmful and unharmful. They identify which are classed as drugs. Pupils reflect on why it is important to look after our bodies, including that God made us – our bodies are gifts from God that we should respect and look after.	- To know which substances are harmful and unharmful. - Medicines are drugs and some drugs are harmful substances. - Cigarettes and alcohol are harmful substances, yet not illegal unless under a certain age. - Cigarettes are addictive (nicotine) and have a negative effect on the body. - Drinking alcohol can affect the body in the short and long term.	**End Points** Children will: • Engage with the film, discussions and teacher-led questions • Take an active part in activities All children will understand that medicines are drugs, but not all drugs are good for us. • Most children will understand that alcohol and tobacco are harmful substances that are illegal for children to access. • Some children will show a nuanced understanding that, because our bodies are created by God, we should take care of them and be careful about what we consume.	medicines, drugs, alcohol, cigarettes, tobacco, un/harmful, substance, addictive, pills, nicotine, consume, smoke, bleach, needles, liquids, doctor, pharmacy **Virtues Developed** • Prudence • Critical thinking • Judgement
Summer 1	**KS1 Module 2 Unit 4** Session 4: Can you help me? (Part 1) **Session Length:** 35 minutes (1 session) **Learning Objectives:** Children will learn: • About what is and isn't an emergency • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade. This session reinforces that we are created to love God and love others, and we should therefore look out for one another. Pupils explore what makes a999 emergency situation through animated role play and discussions.	- To know how there are many things we do each day to keep ourselves safe. - We can keep other people safe too e.g washing our hands, looking before crossing the road, wearing light/ reflective clothing if out after dark etc. - to define what an emergency is. - to understand what an emergency is and isn't an emergency situation.	**End Points** Children will: All children will understand what is and isn't an emergency. ● Most children will understand that in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade. ● Some children will demonstrate confidence, emotional maturity and strong communication skills when role playing 999 phone calls.	Emergency, police officer, fire brigade, firefighter, ambulance,, paramedic vaccine ,999 ,injury, sick, pain ,struggling car, crash, help, caution, germs **Virtues Developed** ● Courage ● Community Awareness ● Confidence

Summer 1	**KS1 Module 2 Unit 4** Session 5: Can you help me? (Part 2) **Session Length:** 35 minutes (1 session) **Learning Objectives:** Children will learn: • To call 999 in an emergency and ask for ambulance, police and/or fire brigade • That if they require medical help but it is not an emergency, basic First Aid should be used instead of calling 999 • Some basic principles of First Aid. This session reminds children to recall how to keep others safe through regular practices such as washing hands, and also in emergency situations by calling 999 for help from the emergency services.	- Recap the definition of an emergency. - That when a person is sick or injured, they do not need an ambulance, we can give them First Aid. - To learn how to give basic First Aid when there is a fall. - To recognize if a person isn't breathing, you must always call 999.	**End Points** Children will: - All children will have a sense about what is and isn't a medical emergency, and how to call 999 for help. - Most children will understand that First Aid can be used in many situations where an ambulance is not required, and demonstrate understanding of basic First Aid. - Some children will confidently demonstrate knowledge of First Aid, and be curious about First Aid that can be used whilst waiting for an ambulance.	Emergency, police, fire brigade ambulance, paramedic, 999, injury, help Twists, sprains, RICE (Rest, Ice, Compression, Elevation) burn, cuts **Virtues Developed** ● Compassion ● Courage ● Curiosity
Summer 2	**KS1 Module 3 Unit 1** Session 1: Three in One **Session Length:** 25 minutes **Learning Objectives:** Children will learn: • God is love: Father, Son and Holy Spirit • Being made in His image means being called to be loved and to love others. Children will know that God has revealed, or explained to us, that He is one God, but He is three persons. Reflect on the knowledge that God has made us in His image. Children will reflect and think of ways they can show love to one another, for example: including one another in games ● Sharing toys ● Sharing a smile	- To know that just like a triangle has three sides which come together to make one so God is three separate persons in one being. - Reinforce that these three persons are one God, called the Holy Trinity. - God is love, and the three persons of God love each other completely. - Each person in the Holy Trinity loves the others and is loved by them in return. - We should love each other, work together and belong to communities.	**End Points** Children will: - Engage with Lucy's story and answer questions - Reflect and take part in discussions about what being made in the image of God means for how they should live - Engage with Lucy's story and answer questions - Reflect and take part in discussions about what being made in the image of God means for how they should live -	Holy Trinity, God the Father, God the son (Jesus), God the Holy Spirit, Sign of the Cross, persons, love, designed, triangle **Virtues Developed** ● Love ● Motivation ● Service
Summer 2	**KS1 Module 3 Unit 1** Session 2: Who is my neighbour? **Session Length:** 30 minutes **Learning Objectives:** • To know what a community is, and that God calls us to live in community with one another. • A scripture illustrating the importance of living in community as a consequence of this Jesus' teaching on neighbours This session introduces the theme of 'community', and discusses how, inspired by the community of love that is the Holy Trinity, we should love each other, work together and belong to	- Discuss the word " Community " and what it means to the children. - That we each belong to lots of different communities, but we all belong to God's community, because we are all His children. - The Holy Trinity is a community. - The three persons of God love each other, work together and belong to their own community. - We are made in the image of God, so we are built to follow the same pattern. God wants us to love everyone in our lives. Even people that we normally wouldn't know, or even like!"	**End Points** Children will: - Engage with The Good Samaritan story and answer questions - Take part in activities to reinforce understanding - All children will understand that everyone is our neighbour. - Most children will understand that Jesus calls us to love our neighbour even if we've never met them/don't like them. - Some children will demonstrate a more nuanced understanding of the Holy Trinity as a community of love, and how being made in God's image means we are	Community, neighbour Holy Trinity, God the Father, God the son (Jesus) God the Holy Spirit, love ,The Good Samaritan. **Virtues Developed** ● Compassion ● Justice ● Neighbourliness

	communities. Children will explore the meaning – that Jesus wants us to love and help everyone we come across and include them in our community.	- Jesus wants us to love and help everyone we come across and include them in our community.	made to live in community too.	
Summer 2	**KS1 Module 3 Unit 1** Session 1: The Communities We Live In **Session Length:** 35 minutes **Learning Objectives:** Children will learn: ● That they belong to various communities such as home, school, parish, the wider local community, nation and global community ● That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc. ● That we have a duty of care for others and for the world we live in (charity work, recycling etc.) ● About what harms and what improves the world in which we live	- Everyone belongs to God's community because we are all God's children. - We all belong to different communities as well such as home, school and parish. - We have responsibilities in our communities and if we do not fulfil them, we let people down and the community will not function as well as it should. - Consequences are things that happen because of something we do or don't do. - Rules can help a community and remind us of our responsibilities.	**End Points** Children will: ● Take part in activities about different communities ● Answer questions about their community responsibilities All children will understand that they belong to different communities. ● Most children will understand that their actions/inactions can help/harm the communities they are part of. ● Some children will demonstrate a deeper understanding of their roles and responsibilities in different communities, and show a duty of care for the world in which we live.	community, consequences, responsibilities, national, global, school, parish, home, receptionist, teacher, teaching assistant, caretaker, cleaner, headteacher, priest, altar, server, reader, choir, recycling, litter, respectful, graffiti **Virtues Developed** ● Community awareness ● Service ● Justice ● Respect
Summer 2	**KS1 Module 3 Unit 1** Session 2: Who Will I Be? & Classroom Shorts **Session Length:** 30 minutes **Learning Objectives:** Children will learn: • About some different types of jobs in the community • About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls • Work is a part of our purpose (vocation) • God has given us all strengths, gifts and talents to do His work This session builds on previous EYFS learning by recognising jobs in the community and different types of work. Pupils will explore the skills, strengths and qualities needed for different jobs, and consider some of their own strengths and interests. They will explore simply the concepts of vocation with the assurance that God gives us all the gifts and strengths needed to answer His call to love Him and love others	- A job is when a person provides a service or completes tasks, which earns them money to pay for things. - Jobs are what many adults spend most of their time doing. - Adults 'go to work' to do their job. - When you grow up you will have a job too. - God has created us and each one of us is unique. We are just as important and special as each other! - God has made each of us with our own gifts, strengths and things we enjoy doing. - God made us as girls and boys, which means in some ways we are different from each other, but God gives all of us gifts – boys and girls alike. - This means that girls and boys can like and do and be good at the same things as well as different things! - It means that there are no BOYS ONLY jobs or GIRLS ONLY jobs! - If they have the skills for it, a person can do any job - it doesn't matter if they are a boy or a girl. - God has given us all gifts and talents and we all have skills, strengths, interests and activities that we enjoy.	**End Points** Children will: • Engage with games, teaching and discussion • Have the opportunity to engage in reflection and prayer • All children will understand that a job is a way to earn money to pay for things. • Most children will understand that we can use our unique gifts, strengths and talents in our chosen work and that a job can give satisfaction and fulfilment, as well as money. • Some children will show a greater understanding that our gifts come from God and He wants us to use our gifts to look after each other and the world.	job, work, community, money, boys, girls, equality, created by God, unique, strengths, gifts, talents, satisfaction, fulfilment, God's call, vocation, God's plan **Virtues Developed** • Resourcefulness • Motivation • Community Awareness

Summer 2	**KS1 Module 3 Unit 2** Session 3: Needs and Wants **Session Length:** 30 minutes **Learning Objectives:** Children will learn: • That money is valuable and is used as an exchange for needs and wants. • That wants and needs are different. • About spending and saving choices. • That God's love and the love we share with others is more • valuable than anything.	- Needs are things that you must have to live. - Wants are things you would like to have. - You might want to explain that jobs are the main way of receiving money, but people can get money as a gift, a pension, or an allowance to help people who haven't got enough money. - Money can be coins or notes - Money helps us pay for things. - Many things we need have a price or cost. Without money, it would be difficult to get everything we need to live. - As money is valuable, we should make sure we take care of it and think carefully before we use it. - It is part of God's plan that we look after ourselves and look after others. - We can use our money wisely to do just that! - Many things we need have a price or cost and without money, it would be difficult to get everything we need to live. - Although money is very important, our most important need is God's love and the love of our family and friends.	**End Points** Children will: - Engage with teaching and discussion - Participate in games and activities - All children will recognise money and simply understand the difference between needs and wants. - Most children will understand the value of money, some spending and saving choices and know that some needs and wants are freely given. - Some children will demonstrate a greater understanding of how money choices impact on our lives and the lives of others, and that God's love and the love of family and friends is more valuable than any amount of money.	needs, wants, exchange, value, cost, choice, spend, save, give, important, valuable, look after, God's love **Virtues Developed** • Love • Self-control • Wisdom