Sacred Heart Catholic Primary School

Progression of Knowledge and Skills: Early Years Foundation Stage

Life to the Full
Progression of Knowledge and Skills

Early Years Foundation Stage

Module 1

Unit/Topic	Learning Objectives	Progress Markers	Notes
Religious Understanding	Children will know that: • We are created individually by God as part of His creation plan • We are all God's children and are special • Our bodies were created by God and are good • We can give thanks to God!	• **All children will** be able to describe aspects of the creation story (with prompts). • **Most children will** be able to recall the story of creation, and what it teaches us about how we are created by God. • **Some children will** insightfully contribute to class discussion times and demonstrate a personal understanding of how we were created by God out of love and for love.	
Me, My Body, My Health	Children will learn: • That we are each unique, with individual gifts, talents and skills • That whilst we all have similarities because we are made in God's image, difference is part of God's plan! • That their bodies are good and made by God • The names of the parts of the body (not genitalia) • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene	• **All children will** have a basic understanding of what similarities and differences are; will explore a range of physical movements they can make with their bodies; and will understand the concept of being 'ready' for different things. • **Most children will** understand that our gifts, talents and skills contribute to our uniqueness; will develop vocabulary to describe a range of different movements; and will understand and be able to articulate different ways they can look after their	

		bodies, including diet, exercise, sleep and keeping clean. • **Some children will** demonstrate a deeper level of understanding about how the most important thing that makes us special is that we are God's children who He loves; will, with less prompting, be able to recall movement words, describe other things their bodies can do, and name parts of the body; and will demonstrate a deeper level of understanding about why we must look after our bodies – because they are wonderful gifts from God!	
Emotional Well-being	Children will: • Learn that we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • Understand that it is natural for us to relate to and trust one another • Develop a language to describe their feelings • Develop an understanding that everyone experiences feelings • Develop an understanding that feelings are neither good nor bad; they give us information about what we are experiencing • Learn simple strategies for managing feelings • Understand how feelings can affect actions, and that actions have consequences • Develop simple strategies for managing emotions and behaviour • Understand that we have choices and these choices can impact how we feel and respond. • Know that we can say sorry and forgive like Jesus	• **All children will** understand that we have different likes and dislikes; will understand that everyone experiences feelings; and will have a basic understanding of how feelings can affect actions, and that actions have consequences. • **Most children will** be able to confidently articulate their own likes and dislikes, and begin to show interest in the likes/dislikes of others; will be able to name some different feelings, and describe/demonstrate how these feelings might look on different people; and will understand that we have choice over our actions, regardless of how we are feeling. • **Some children will** show compassion and offer reassurance to Mollie the Cat during the story, demonstrating implicit understanding that what we like/dislike or are good/bad at does not define our worth; will demonstrate greater compassion when considering the feelings of others, and deeper understanding about feelings as information about which they can be curious; and will show a deeper personal understanding of the importance of forgiveness in relationships, and be able to relate this to the example of Jesus.	

Life Cycles	Children will learn: • That there are natural life stages from birth to death, and what these are	• **All children will** be able to describe how they have grown and changed so far. • **Most children will** be able to describe the different natural life stages of a human. • **Some children will** understand and appreciate that growing up is part of God's plan for our lives, and that we are loved by Him at every life stage.	
Module 2			
Religious Understanding	Children will learn that: • We are part of God's family • Jesus cared for others and wanted them to live good lives like Him • We should love other people in the same way God loves us	• **All children will** know that God loves us. • **Most children will** be able to describe ways in which we can love others. • **Some children will** show a personal understanding of what it means to belong to God's family and be inspired by Jesus to love others.	
Personal Relationships	Children will learn: • To identify special people *(e.g. parents, carers, friends)* and what makes them special • The importance of the nuclear family and of the wider family • The importance of being close to and trusting 'special people', and telling them when something is troubling them • How their behaviour affects other people and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships • About different types of teasing and that all bullying is wrong and unacceptable • To recognise when they have been unkind to others and say sorry • That when we are unkind, we hurt God and should say sorry • To recognise when people are being unkind to them and others and how to respond	• **All children will** be able to identify their 'special people'; will be able to describe some qualities of a good friend; and will have a basic understanding of kind/unkind behaviour. • **Most children will** be able to identify different people as family, friends or other people they know; will also be able to identify inappropriate behaviours and qualities in friendships; and will understand that to maintain friendships, they must say sorry when they make mistakes, and forgive those who hurt them. • **Some children will** be able to articulate why they are grateful for their family/friends, and demonstrate a deeper understanding of the importance of family; will demonstrate a more	

	• That we should forgive like Jesus forgives	nuanced, personal understanding of how their behaviour affects other people, including their friends; and will understand that when they are unkind to others, they also hurt God and should say sorry and ask for forgiveness.	
Life Online	Children will learn: • That the internet connects us to others • That the internet helps us in lots of ways • That only Jesus can help us with everything • About safe and unsafe situations online • That they can ask for help from their special people	• **All children will** have a basic understanding of what the internet is; 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 there are positive and negative aspects to using the internet; understand that the internet can be used safely if we know some rules to keep us safe. • **Some children will** demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe**;** demonstrate a deeper understanding that our best source of help is Jesus; demonstrate prior knowledge about how to stay safe online, and begin to understand why God wants us to keep ourselves safe too.	
Keeping Safe	Children will learn: • About safe and unsafe situations outdoors and indoors. • That they can ask for help from their special people. • That they are entitled to bodily privacy • That they can and should be open with 'special people' they trust if anything troubles them • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest. • That medicines should only be taken when a parent or doctor gives them to us.	• **All children will** recognise some safe and unsafe situations, inside and out; know that privates are private, and that they should talk to their special people about anything that worries them; will understand that medicines are drugs, and should only be taken when a parent or doctor gives them to us; and will have a basic understanding of the different jobs people do which help us. • **Most children will** be able to articulate ways in which we can keep ourselves safe, inside and out;	

	• That medicines are not sweets. • That we should always try to look after our bodies, because God created them and gifted them to us. • There are lots of people who do jobs to help us • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade • That paramedics help us in a medical emergency • That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance	have a basic understanding about the things that contribute to us feeling safe, such as particular people and rules/boundaries; will understand about the different forms that medicines come in, and that if we take medicines when we don't need them, or if we take too much, then we can harm our bodies; and will have an understanding of the different types of emergency services, how to call them, and that they should only be called in a true emergency. • **Some children will** demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe; demonstrate a deeper understanding about what behaviours are acceptable/unacceptable and will demonstrate cognisance about what makes them feel better when they are worried; will demonstrate a deeper understanding that because God created and gifted us our bodies, we should try to look after them; and will demonstrate a greater understanding about the difference between emergency/non-emergency situations, particularly as related to First Aid.	
Module 3			
Religious Understanding	Children will learn: • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others • What a community is, and that God calls us to live in community with one another • A Scripture illustrating the importance of living in a community • That no matter how small our offerings, they are valuable to God and He can use them for His glory.	• **All children will** gain a basic understanding that God is three-in-one, and we call this the Holy Trinity of God; and will understand what a community is, and that we all belong to different communities. • **Most children will** understand that being made in God's image means being called to love others, and will be able to come up with practical examples of what this can look like; and will understand that God wants us to live in community with one another,	

		which means loving one another. • **Some children will** demonstrate a deeper sense of personal conviction to love others, rising from their knowledge of God's love for them; and will demonstrate a more nuanced understanding of the Gospel story about the feeding of the 5000, and what this means for how God can use their offerings of loving actions.	
Living in the Wider World	Children will learn: • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. • That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) • About what harms and what improves the world in which they live	• **All children will** understand that they belong to various communities. • **Most children will** understand that, as part of their communities, they have a responsibility to look after other people and the planet. • **Some children will** demonstrate excitement about the responsibilities they have/will have in the future, and a more nuanced appreciation of what harms and improves the world in which they live.	