PSHE/RHE

Year B	
Nursery	
Autumn 1 **Ten Ten** **Module 1: Created and Loved by God** **VOCABULARY CHECK IN** **SCARF** **Me and My Relationships** **VOCABULARY CHECK OUT**	**UNIT 1: Religious Understanding** **SESSION 1: Handmade with Love** • 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. **Marvellous Me!** • Share their likes and dislikes with their friends and adults in their classroom • Name the different features of their face and parts of their body • Use their senses to explore the world around them
Autumn 2 **VOCABULARY CHECK IN** **SCARF** **Valuing Differences** **VOCABULARY CHECK OUT**	**Me and My friends** • Talk about the similarities and differences amongst their peers • Talk about the things they and their friends are good at • Spot similarities and differences in nature **Friends and Family** • Understand that having differences between us is a good thing

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Ten Ten **Module 2: Created to Love Others**	• Notice and talk about differences in nature • Recognise the differences within and amongst families **UNIT 1: Religious Understanding** **SESSION 1: Role Model** • 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.
Spring 1 **VOCABULARY CHECK IN** **SCARF** **Rights and Respect** **VOCABULARY CHECK OUT**	**Looking after myself** • Talk about how healthy food and keeping clean can help our bodies • Understand the importance of cleaning their teeth • Name some healthy foods • Try new experiences **Looking after others** • Name some activities that they can do to help out at home • Talk about how they can look after other members of their family • Talk about how they can look after their friends **Looking after my environment** • Show care and responsibility for their home and learning environments • Talk about what is special within the natural world • Name some ways in which they can help their world

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VOCABULARY CHECK IN **Being my best** **VOCABULARY CHECK OUT**	**What does my body need?** • Name what their bodies need for energy (food, water, exercise, sleep) • Describe how they feel when they don't have enough food, water, exercise or sleep • Understand the importance of looking after their teeth. • Make healthy choices independently, in their home or education setting **I can keep trying** • Explain how people might feel if they find something hard • Suggest ways to encourage others to keep going • Have a go at challenging themselves **I can do it!** • Develop skills in planning, reviewing applying a trial and error approach • Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone • Communicate with others by sharing with and listening to each other's ideas
Spring 2 **Ten Ten** **Module 2: Created to Love Others**	**UNIT 4: Keeping Safe** **SESSION 1: Safe Inside and Out** • About safe and unsafe situations outdoors and indoors. • That they can ask for help from their special people. • All children will recognise some safe and unsafe situations, inside and out. • Most children will be able to articulate ways in which we can keep ourselves safe, inside and out. • Some children will demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe. **SESSION 2: My Body, My Rules** • That they are entitled to bodily privacy • That they can and should be open with 'special people' they trust if anything troubles them

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	• 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 • All children will know that privates are private, and that they should talk to their special people about anything that worries them. • Most children will have a basic understanding about the things that contribute to us feeling safe, such as particular people and rules/boundaries. • Some children will demonstrate a deeper understanding about what behaviours are acceptable/unacceptable and will demonstrate cognisance about what makes them feel better when they are worried. **SESSION 3: Feeling Poorly** • Medicines should only be taken when a parent or doctor gives them to us. • Medicines are not sweets. • We should always try to look after our bodies, because God created them and gifted them to us. • All children will understand that medicines are drugs, and should only be taken when a parent or doctor gives them to us. • Most children will understand about the different forms that medicines come in, and that if we take medicines when we don't need them, or if we take too much, then we can harm our bodies. • Some children will demonstrate a deeper understanding that because God created and gifted us our bodies, we should try to look after them. **SESSION 4: People who help 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 • Paramedics help us in a medical emergency • First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance. • All children will have a basic understanding of the different jobs people do which help us. • Most children will have an understanding of the different types of emergency services, how to call them, and that they should only be called in a true emergency.

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	• Some children will demonstrate a greater understanding about the difference between emergency/non-emergency situations, particularly as related to First Aid.
Summer 1 **VOCABULARY CHECK IN** **SCARF** **Growing and Changing** **VOCABULARY CHECK OUT**	**Growing and Changing in Nature** • Describe seasonal changes • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot • Describe the life cycle of an animal **When I was a baby** • Talk about how babies change as they grow • Explain what babies need and how this changes as they grow • Share their own experiences and listen to those of the others • Name private parts of the body **Girls, boys and families** • Talk about the similarities and differences between the males and females • Begin to play inclusively with their friends, regardless of their sex (if not already doing so) • Think differently and more openly about what a family may look like
Summer 2 **Ten Ten** **Module 3: Created to live in community**	**UNIT 1: Religious Understanding** **SESSION 1: God is Love** • 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 • All children will gain a basic understanding that God is three-in-one, and we call this the Holy Trinity of God. • Most children will understand that being made in God's image means being called to love others, and will be able to come up with practical examples of what this can look like.

	• Some children will demonstrate a deeper sense of personal conviction to love others, rising from their knowledge of God's love for them. **UNIT 2: Living in the Wider World** **SESSION 1: Me, You, Us** • 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. **SESSION 2: When I Grow Up** • About some different types of jobs • That having a job can help us to look after each other and the world • That God has given us all strengths, gifts and talents to do His work • About strengths and interests needed to do different jobs • All children will be able to describe some jobs that people. • Most children will be able to explain what a job is and know that we can use our gifts and strengths in our work. • Some children will understand that jobs contribute to our well-being and that of the community, and that work is part of God's plan for us. **SESSION 3: 'Money Doesn't Grow on Trees'**

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	• That money helps us buy things. • That wants and needs are different. • That God's love and the love we share with others is freely given and our most important need. • All children will be able to recognise money and know it helps us to buy things. • Most children will be able to understand that money helps us to buy things, but that we don't always need the things that we want. • Some children will begin to understand the value of needs and wants and be able to explain that God's love and the love of our family and friends is more valuable than anything we can buy.
RECEPTION	
Autumn 1 **Ten Ten** **Module 1: Created and Loved by God**	**Recap from start of Nursery topic / new for new starters:** **UNIT 1: Religious Understanding** **SESSION 1: Handmade with Love** • 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). • Children will be able to recall the story of creation, and what it teaches us about how we are created by God. • 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.

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VOCABULARY CHECK IN **SCARF** **Me and My Relationships** **VOCABULARY CHECK OUT**	**All About Me** • Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others. **What makes me special** • Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond. **Me and my special people** • Talk about the important people in their lives. • Understand that we have different special people. • Name key people outside of families that care for them. **Who can help me?** • Talk about when they might feel unsafe or unhappy. • Name the people who will help them. • Notice when a friend is in need at school and help them. **My feelings** • Describe different emotions. • Explore how we feel at certain times or events. • Identify ways to change feelings and calm down. **My feelings 2** • Identify events that can make a person feel sad. • Identify how someone might look if they are feeling sad. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad.

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Autumn 2 **VOCABULARY CHECK IN** **SCARF** **Valuing Differences**	**I'm special, you're special** • Describe their own positive attributes. • Share their likes and dislikes. • Listen to and respect the ideas of others. **Same and different** • Recognise the similarities and differences amongst their peers. • Discuss why differences should be celebrated. • Retell a story. • Say something kind about someone else, and themselves. **Same and different families** • Talk about their family, customs and traditions. • Listen to others talk about their experiences. • Compare their own experiences with those of others. **Same and different homes** • Recognise the similarities and differences between their home and those of others • Talk about what makes their home feel special and safe. • Be sensitive towards others. **I am caring** • Suggest ways in which we can be kind towards others. • Demonstrate skills in cooperation with others. **I am a friend**

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VOCABULARY CHECK OUT	• Show friendly behaviour towards a peer. • Build relationships with others.
Spring 1 **Ten Ten** **Module 1: Created and Loved by God**	**UNIT 2: Me, My Body and My Health** **SESSION 1: I am Me** • We are each unique, with individual gifts, talents and skills. • Whilst we all have similarities because we are made in God's image, difference is part of God's plan! • All children will have a basic understanding of what similarities and differences are. • Most children will understand that our gifts, talents and skills contribute to our uniqueness. • Some children will demonstrate a deeper level of understanding about how the most important thing that makes us special is that we are God's children who He loves. **SESSION 2: Heads, Shoulders, Knees and Toes** • That their bodies are good and made by God. • The names of the parts of the body (not genitalia) • All children will explore a range of physical movements they can make with their bodies. • Most children will develop vocabulary to describe a range of different movements. • Some children will, with less prompting, be able to recall movement words, describe other things their bodies can do, and name parts of the body. **SESSION 3: Ready Teddy?** • That our bodies are good and we need to look after them

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VOCABULARY CHECK IN **SCARF** **Being My Best** **VOCABULARY CHECK OUT**	• What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene. • All children will understand the concept of being 'ready' for different things. • Most children will understand and be able to articulate different ways they can look after their bodies, including diet, exercise, sleep and keeping clean. • Some children will demonstrate a deeper level of understanding about why we must look after our bodies – because they are wonderful gifts from God! **Bouncing back when things go wrong** • Share an experience where they haven't achieved their goal • Develop their confidence and resilience towards having a growth mindset; • Name a strategy to overcome a hurdle. **Healthy Eating** • Name and choose healthy foods and drink; • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); • Understand that sugary foods can cause tooth decay. • Explain the jobs of different food groups. **My Healthy Mind** • Identify the 5 ways to support their wellbeing. • Name some activities or ideas to promote positive mental health. • Reflect on their mental health and how they can protect it.

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Spring 2 **VOCABULARY CHECK IN** **SCARF** **Keeping Safe** **VOCABULARY CHECK OUT**	**What's safe to go onto my body?** • Name things that keep their bodies safe. • Name things that keep their bodies clean and protected. • Think about how to recognise things that might not be safe. **Keeping Myself Safe - What's safe to go into my body (including medicines)** • Make safe decisions about items they don't recognise. • Talk about what our bodies need to stay well. • Name the safe ways to store medicine and who can give it to children (adults). **Safe indoors and outdoors** • Name some hazards and ways to stay safe inside. • Name some hazards and ways to stay safe outside. • Show how to care for the safety of others. **Listening to my feelings** • Name the adults who they can ask for help from, and will keep them safe. • Recognise the feelings they have when they are unsafe. • Talk about keeping themselves safe, safe touches and consent. **Keeping Safe Online** • Share ideas about activities that are safe to do on electronic devices (including not to talk to any strangers online.) • What to do and who to talk to if they feel unsafe online. • Think about the healthy amount of time to spend on devices. **People who help to keep me safe** • Name the people in their lives who help to keep them safe. • Name people in their community who help to keep them safe. • Talk about ways to keep themselves safe in their environment.

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Summer 1 **VOCABULARY CHECK IN** **SCARF** **Growing and Changing** **VOCABULARY CHECK OUT**	**Seasons** • Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience. **Life stages - plants, animals, humans** • To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things. **Life Stages: Human life stage - who will I be?** • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about marriage and civil partnerships – what they are and why people might choose them. • Talk about their own experience of growing up. **Where do babies come from?** • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others. **Getting bigger** • Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique. **Me and my body – Girls and Boys** • Explain which parts of their body are kept private and safe and why.

	• Tell or ask an appropriate adult for help if they feel unsafe.
Summer 2 **Ten Ten** **Module 3: Created to Live in Community**	**Unit 2 – Living in the Wider World** **SESSION 1- Me, You, Us** • 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. **SESSION 2 – When I grow up…** • About some different types of jobs • That having a job can help us to look after each other and the world • That God has given us all strengths, gifts and talents to do His work • About strengths and interests needed to do different jobs • All children will be able to describe some jobs that people. • Most children will be able to explain what a job is and know that we can use our gifts and strengths in our work.

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VOCABULARY CHECK IN **SCARF** **Rights and Respect**	• Some children will understand that jobs contribute to our well-being and that of the community, and that work is part of God's plan for us. **SESSION 3 – Money doesn't grow on trees** • That money helps us buy things. • That wants and needs are different. • That God's love and the love we share with others is freely given and our most important need. • All children will be able to recognise money and know it helps us to buy things. • Most children will be able to understand that money helps us to buy things, but that we don't always need the things that we want. • Some children will begin to understand the value of needs and wants and be able to explain that God's love and the love of our family and friends is more valuable than anything we can buy. **Looking after my special people** • Name the special people in their lives. • Understand that our special people can be different to those of others. **Looking after my friends** • Talk about why friends are important and how they help us. • Identify ways to care for a friend in need. • Identify ways to help others in their community. • Identify safe/unsafe behaviours from others, and know who to go to for help. **Being helpful at home and caring for our classroom** • Identify ways in which they help at home. • Recognise the importance of taking care of a shared environment.

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VOCABULARY CHECK OUT	• Name ways in which they can look after their learning environment. **Caring for our World** • Think about what makes the world special and beautiful. • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. • Talk about what can happen to living things if the world is not cared for. **Looking after money – recognising/spending/saving money – keep it safe** • Recognise coins and other items relating to money. • Identify the uses of money; • Begin to understand that money can be kept safely in a bank as digital money; • Recognise that adults can use devices like phones to pay for things; • Think about the risks related to online gaming. • Talk about why it's important to keep money safe; • Identify ways to save money; • Talk about why we save money; • Begin to understand that money can be kept safely in a bank as digital money; • Recognise that adults can use devices like phones to pay for things.
KS1	
Autumn 1 **TEN TEN** **Module 1: Created and Loved By God**	**Unit 2: Me, My Body, My Health** **SESSION 1: I am Unique** • Children will learn that we are unique, with individual gifts, talents and skills. • 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.

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VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 2** **Me and My Relationships**	• 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. **SESSION 2: Girls and Boys – V1 presentation** • That our bodies are good • The names of some of our body parts **(ONLY V1 PRESENTATION)** • That girls and boys have been created by God to be both similar and different, together making up the richness of the human family • 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. SESSION 3: Clean and Healthy (My body) • That 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 • 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. **Our Ideal Classroom (1)** • Identify behaviours that can help create a happy, safe and welcoming classroom; • Recognise that their actions can affect others and contribute to the wellbeing of the whole class; • Describe a personal pledge that supports kindness, respect and cooperation.

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VOCABULARY CHECK OUT	**How are you feeling today?** • Identify and name a range of feelings in themselves and others; • Recognise that people may express their feelings in different ways; • Identify kind and caring ways to respond to other people's feelings; • Identify safe adults they can talk to if they need help for themselves or others. **Let's All Be Happy!** • Recognise and describe a range of feelings in themselves and others; • Identify simple strategies to manage uncomfortable feelings in themselves and others; • Recognise when it is important to ask an adult for help. **Being a Good Friend** • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other; • Recognise unkind behaviour and its impact on others; • Identify when to get help from a safe adult, for themselves or others. **Types of Bullying** • Identify different types of bullying and unkind behaviour, including online; • Explain why bullying and unkind behaviour are unacceptable; • Explain why images of themselves or others should not be shared without permission; • Identify who to ask for help, and how to ask for it, if they are worried about themselves or others. **Don't Do That!** • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other; • Recognise unkind behaviour and its impact on others;

	• Identify when to get help from a safe adult, for themselves or others.
Autumn 2 **TEN TEN** **Module 2: Created to Love Others** **VOCABULARY CHECK IN** **SCARF** **Taken from structured plans for YEAR 2** **Valuing Differences**	**Unit 1: Religious Understanding** **SESSION 1: God Loves You** • 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 • 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. **What Makes us Who We Are?** • Identify some of the physical and non-physical differences and similarities between people; • Identify what makes them unique and special; • Describe ways to show kindness, care and respect to others. **My Special People** • Identify people who are special to them; • Explain some of the ways these people care for them; • Recognise how families are different, and show love and care in different ways; • Explain what friendship is and what makes a good friend. **How Do We Make Others Feel?** • Describe kind and unkind behaviours; • Recognise and explain how a person's behaviour can affect other people;

VOCABULARY CHECK OUT	• Recognise that someone's feelings can affect how they behave; • Describe simple ways of managing uncomfortable feelings. **When Someone is Feeling Left Out** • Identify groups they are part of and explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Suggest ways to be kind, caring and include others; • Identify when to get help from a safe adult. **An Act of Kindness** • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school. **Solve the Problem** • Recognise how good listening can help people get along, feel included, and solve problems; • Identify and demonstrate active listening techniques; • Work cooperatively with others to find fair and respectful solutions to conflicts.
Spring 1 **TEN TEN** **Module 1: Created and Loved By God**	**Unit 4: Life Cycles** **SESSION 1: The Cycle of Life** • Learn and appreciate that there are natural life stages from birth to death, and what these are • 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 **sESSION 2: Beginnings and Endings**

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VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 2** **Growing and Changing**	• 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 • 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 **SESSION 3: Change is All Around** • 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. • 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. **A Helping Hand** • Name a range of feelings to explain why they felt this way; • Show kindness and care when helping others; • Demonstrate simple ways of giving positive feedback to others. **Sam Moves Away** • Talk about times when they have lost something or said goodbye to someone; • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to; • Explain that people may have different feelings about change and loss; • Identify ways of staying connected with people we miss.

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VOCABULARY CHECK OUT	**Haven't You Grown!** • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages; • Describe how people's needs change, and who can help them with different things as they grow older
Spring 2 **TEN TEN** **Module 2: Created to be Loved by Others**	**Unit 4: Keeping Safe** **SESSION 1:Good and Bad Secrets** • 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 • All children will understand that there are good secrets and bad secrets. • Most children will be able to describe and give examples of good/bad secrets and understand that they should be open and honest with 'special people' if anything troubles them. • Some children will demonstrate deeper empathy and understanding of the feelings involved with good/bad secrets, and how to resist pressure when feeling unsafe. **SESSION 4: Can You Help Me? (Part1)** • 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 • 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.

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VOCABULARY CHECK IN **SCARF** **Taken from structured plans for YEAR 2** **Keeping Safe**	**SESSION 5: Can You Help Me? (Part2)** • 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 • 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. **Harold's Picnic** • Explain how medicines can help us when we are ill and how to use them safely; • Identify safe adults who can help when we are ill or need medicine; • Identify different ways to help ourselves feel better when we are unwell. **What Should Harold Say?** • Identify trusted adults who help them feel safe, happy and cared for; • Recognise that medicines and some things found at home can be harmful if not used safely; • Think about the best and most safe response to give to someone; • Identify ways to say no when they feel pressured, uncomfortable or unsafe. **I Don't Like That!** • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable; • Think about ways to say no to someone if they make them feel uncomfortable; • Recall that everyone's body belongs to them. **Should I Tell?**

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VOCABULARY CHECK OUT	• Tell the difference between safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling a safe adult about a secret which makes them feel unsafe or uncomfortable; • Recognise the importance of not keeping adults' secrets (only happy surprises).
Summer 2 **VOCABULARY CHECK IN** **SCARF** Taken from structured plans for YEAR 2 **Rights and Respect**	**Getting On With Others** • Recognise what makes them unique and identify ways they are similar to and different from others; • Express their feelings, needs and opinions respectfully, and listen to others; • Suggest how to play and work cooperatively by sharing, taking turns, including others and resolving disagreements positively; • Identify activities and experiences that support their wellbeing and help them feel good. **When I Feel Like Erupting** • Identify simple ways to resolve disagreements and recognise that hurting others is never a good way to solve a problem; • Show politeness, kindness and respect towards others; • Recognise kind and unkind behaviour and identify how words and actions can affect others; • Use different ways to manage strong feelings, reactions and responses. **Feeling Safe** • Identify people who help keep us healthy and safe; • Explain how rules and safety measures are important; • Identify potential hazards and emergencies and know how to call 999 and give key information; • Use videos and games online safely by recognising their benefits and also their risks.

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VOCABULARY CHECK OUT	**Playing Games** • Use the internet and digital devices to communicate safely and respectfully with others; • Recognise that people may behave differently online, including pretending to be someone they are not; • Keep personal information private online and recognise that anything shared online may be shared more widely; • Identify when to seek help from a safe adult about something seen, heard or experienced online. **Harold Saves for Something Special** • Explain what money is, how people get it and what it is used for; • Identify ways to keep money safe, including using a bank and having savings; • Describe different ways to pay for things and explain how money can be saved or spent; • Distinguish between needs and wants and recognise that people make different choices about spending and saving. **How Can We Look After Our Environment?** • Explain how everyone can help care for and respect the school environment; • Recognise their own unique qualities, identify similarities and differences between people; • Express their own likes, dislikes and needs respectfully while valuing the views and needs of others; • Identify healthy habits and make informed choices about money, including needs and wants, saving and spending.

PSHE/RHE

LKS2

Autumn 1

TEN TEN

Module 1: Created and Loved By God

VOCABULARY CHECK IN

SCARF

Taken from structured plans for YEAR 4

Being My Best

Unit 2: Me, My Body and My Health

SESSION 1: We Don't have to be the Same

- Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community
- Self-confidence arises from being loved by God (not status, etc)
- All children will understand that our similarities and differences should be celebrated.
- Most children will understand that we should find our self-confidence in God, who loves us and calls us His children.
- Some children will demonstrate a more nuanced understanding of why being different can feel difficult, and show resilience when considering how reasons for confidence might be changeable.

SESSION 2: Respecting Our Bodies

- About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.
- All children will understand some basic ways of taking care of their bodies.
- Most children will understand that our bodies are a gift from God and how to respect them in various ways through what we wear, eat and do.
- Some children will demonstrate a more nuanced understanding of how we should respect our bodies as temples of the Holy Spirit and show prior knowledge of ways in which we can look after ourselves.

What makes me ME!

- Identify ways in which everyone is unique;
- Appreciate their own uniqueness;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

Making choices

- Recognise that people make different choices and that these choices should be respected;
- Identify how feelings, needs and wellbeing can influence the choices we make;

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VOCABULARY CHECK OUT	• Explore which choices they can make for themselves, and which choices are made by adults. **SCARF hotel** • Explain that the body gets energy from food, water and oxygen, and that exercise and sleep help to keep us healthy; • Plan a menu that includes a healthy balance of foods from the food groups on the Eatwell Guide; • Recognise the importance of having a healthy relationship with food; • Identify the importance of good-quality sleep and describe practical ways to improve sleep. **Harold's Seven Rs** • Identify ways we can help to protect the environment using the Seven Rs; • Recognise how everyday choices can have an impact on the environment; • Promote environmentally friendly actions through sharing ideas with others. **My school community (1)** • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community. **Basic first aid** • Identify situations where first aid may be needed and explain how to get help; • Describe basic first aid actions that can help keep people safe; • Demonstrate confidence and responsibility when responding to an emergency situation.
Autumn 2 **TEN TEN** **Module 2: Created to love others**	**Unit 1: Religious Understanding** **SESSION 1: Jesus, My friend** • That God loves, embraces, guides and forgives us; He reconciles us with Him and one another. • The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. • That relationships take time and effort to sustain.

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VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 4** **Me and my relationships**	• We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. • All children will understand that God loves us and wants what is best for us. • Most children will understand that when we do wrong things, we hurt God and others, but when we say sorry, God forgives us. • Some children will show greater emotional maturity when discussing characters in the parable, and demonstrate a deeper understanding of the importance of forgiveness and reconciliation, both in our relationships with others and with God. **Human machines** • Define the successful qualities of teamwork and collaboration; • Listen to and respect different ideas; • Demonstrate positive negotiation and collaboration with others. **Ok or not ok? (part 1)** • Explain what we mean by a positive, healthy relationship; • Describe some of the qualities that they admire in others; • Recognise when a friendship is making them feel unsafe, unhappy, or uncomfortable: • Explain how to manage difficult feelings, and when to ask for help if needed. **Ok or not ok? (part 2)** • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend; • Recognise the importance of respecting the needs and feelings of others. **An email from Harold!** • Identify and describe a range of feelings; • Recognise that feelings can range in intensity and change over time; • Explain how feelings can affect our physical state; • Describe a range of strategies for managing uncomfortable feelings, including when and how to seek help. **Different feelings** • Identify and describe a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to our physical health;

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VOCABULARY CHECK OUT	• Recognise that different people might express feelings in different ways. **Under pressure** • Recognise behaviours that could make someone feel unsafe, unhappy, or uncomfortable, including online; • Explain why people may behave in unkind ways, and where pressure to behave in a risky way might come from; • Give examples of strategies to respond to being bullied, including what people can do and say; • Describe how to seek help for themselves and others.
Spring 1 **TEN TEN** **Module 1: Created and Loved By God** **VOCABULARY CHECK IN**	**Unit 4: Life Cycles** **SESSION 2: A time for everything** • Understand what 'death' means • Learn about some feelings often connected with grief • Know what the Christian faith says about death and eternal life • Explore some ways to support themselves and others when they are grieving • All children will understand what death is. • Most children will demonstrate an understanding of what the Christian faith says about death and eternal life. • Some children will demonstrate resilience and empathy when discussing grief, and show an emerging personal belief about life beyond death. **SESSION 3: Big changes, Little changes** • Understand that change is a part of life and that there are different kinds of change. • Learn about some feelings often associated with change. • Know that God is always with us as we change and grow. • Learn coping strategies to support themselves and others. **Moving house**

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SCARF **Taken from structured plans for YEAR 4** **Growing and Changing** **VOCABULARY CHECK OUT**	• Describe some of the changes that happen to people during their lives; • Identify and talk about their feelings when experiencing change, understanding that people may have different emotional responses; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. **My feelings are all over the place!** • Name some feelings that make us feel good and some feelings that make us feel uncomfortable; • Recognise that the changes of puberty can have both emotional and physical effects; • Recognise that disagreements can happen between family members as young people want more independence; • Practise the skills needed to compromise. **Secret or surprise?** • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Spring 2 **TEN TEN** **Module 2: Created to love others**	**UNIT 4: Keeping Safe** **SESSION 2: Recognising Risk** • *What risk means and how to recognise risks and hazards that may cause harm or injury* • *How to reduce and manage risk responsibly and use rules and boundaries to keep safe around fire, roads, railways, including level crossings, and water, including the water safety code* • *How to get help or advice if they feel unsafe* • All children will know some risks and safety rules and how to get help from a trusted adult. • Most children will understand that we learn to manage risk as we get older, and have a good understanding of rules and boundaries that keep us safe in the contexts of road, water, railway and fire safety.

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VOCABULARY CHECK IN SCARF	• Some children will demonstrate a deeper understanding of how to manage risks and follow boundaries and safety rules with an understanding that greater freedom comes with trust and personal responsibility to keep themselves and others safe. **SESSION 4: First air heroes** • In an emergency, it is important to remain calm. • Quick reactions in an emergency can save a life. • Children can help in an emergency using their First Aid knowledge. • All children will learn that in emergency situations they should remain calm and call 999. • Most children, with prompting, will demonstrate understanding of how First Aid knowledge can be applied in some real-life situations. • Some children will demonstrate confident independent thinking and greater awareness of the emotional impact of emergency situations. **SESSION 5: Rights and responsibilities** • It is our responsibility to follow the rules at home, school and in our country. • Some of our rules and laws are based on our rights. • Rights protect us and ensure everyone is treated equally. • Rules and rights are based on our values as a community. • Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God. • All children will be able to identify different rules at home, school and in the community and understand some of the values and rights they uphold. • Most children will know some basic human rights, understand how rules and laws protect our rights and be able to reflect on their own responsibilities to treat people with fairness, dignity and respect. • Some children will demonstrate a deeper understanding of the values underpinning our rights and responsibilities as Christians and be able to articulate the value that diversity brings to the Body of Christ. **Danger, risk or hazard?** • Identify and explain the difference between a danger, a hazard and a risk; • Assess the level of risk in a range of situations and justify their reasoning; • Describe strategies and sources of support that can help them manage risks safely.

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Taken from structured plans for YEAR 4 **Keeping Safe** **VOCABULARY CHECK OUT**	**How dare you!** • Recognise the difference between a dare and a challenge; • Use assertive strategies to respond safely to pressure or dares; • Identify how and where to get help when faced with risky situations or pressure both online and offline. **Keeping ourselves safe** • Recognise situations that may feel safe or unsafe and identify warning signs in the body; • Use assertive communication to express their feelings and say no respectfully; • Identify safe people and strategies for getting help in unsafe situations. **Picture wise** • Identify personal information that should not be shared in photos or comments; • Explain how photos shared online can be copied, changed or seen by others; • Make safe decisions about posting and sharing images online. **Medicines: check the label** • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
Summer 1 **TEN TEN** **Module 3: Created to live in community**	**UNIT 2: Living in the Wider World** **SESSION 1: How do I love others?** • That God wants His Church to love and care for others. • To devise practical ways of loving and caring for others. • All children will be able to recognise actions which make them feel loved or cared for. • Most children will be able to devise practical ways of loving and caring for others. • Some children will demonstrate a more nuanced understanding of how the way we feel loved and cared for can help us know how to love and care for others, and the role of God's plan for the Church as part of this.

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VOCABULARY CHECK IN SCARF	**SESSION 2: Working together** • Know that there are many different jobs and types of work. • Understand some of the factors that influence people's choice of work. • Explore their own interests, skills and gifts in relation to their job aspirations. • Know that God calls us to work together to share His love and care for each other and the world. • All children will be able to identify different types of work and some of the skills, strengths and gifts required for these. • Most children will know some of the factors and values that influence job choices, confidently explore their own job aspirations, and begin to understand the idea of vocation. • Some children will demonstrate a deeper understanding of God's call for us to work together by reflecting His love and caring for each other and will understand that our values, job choices, and way of life are part of our vocation. **SESSION 3: Money Matters** • All forms of money have advantages and disadvantages. • Our attitude to money and choices about spending, saving and giving impacts on ourselves and others. • Budgeting helps to keep track of spending and saving. • Our faith guides our values and reminds us of the importance of love for God and others. • All children will understand some choices about managing money and some advantages and disadvantages of different payment methods. • Most children will have a more developed understanding of budgeting and understand that our choices around spending, saving and giving are linked to our attitudes. • Some children will demonstrate an understanding of how our faith guides our attitudes and God calls us to make responsible choices with money. **Who helps us stay healthy and safe?** • Explain how to show care, respect and responsibility towards other people and living things; • Describe their own identity, recognise the value of diversity and show respect for others in their community;

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Taken from structured plans for YEAR 4 **Rights and Respect**	• Identify how healthy habits, positive relationships and everyday activities support physical and emotional wellbeing; • Communicate their needs and boundaries confidently, assertively and respectfully . **It's your right** • Explain how rules and laws help keep people safe and support communities; • Demonstrate care, respect and responsibility towards others and the wider world; • Explain what makes people who they are, recognise that everyone is different, and show respect to others; • Recognise ways to maintain good mental and physical health and identify safe adults and professionals who can support their wellbeing and safety. **How do we make a difference?** • Explain how to show care, respect and responsibility towards other people and living things; • Describe how rules and laws help to keep people safe; • Identify risks in online gaming, including scams and spending money in games, and use strategies to stay safe; • Demonstrate kind and respectful behaviour online and offline, recognising how their actions can affect others. **In the news!** • Recognise and manage peer influence and make positive choices in friendships; • Communicate their needs and boundaries clearly and respectfully, using assertive behaviour; • Identify how online content and advertising are targeted and make safe, informed choices online; • Evaluate online and media content critically, including spotting misleading or manipulated information. **Why pay taxes?** • Recognise that people make different choices about saving and spending money based on their priorities, needs and wants; • Identify how financial decisions can affect individuals, communities and the environment; • Identify why money is taken from earnings and think about Income Tax, National Insurance and VAT;

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VOCABULARY CHECK OUT	• Discuss why taxes are important and give reasons for the public services they think should be prioritised.
Summer 2 **VOCABULARY CHECK IN** **SCARF** **Taken from structured plans for YEAR 4** **Valuing Differences**	**Can you sort it?** • Define the terms 'negotiation' and 'compromise'; • Recognise the need to manage conflict or differences respectfully and suggest ways of doing this, through negotiation and compromise; • Identify when to seek help from a safe adult, for themselves or others. **The people we share our world with** • Identify and describe some of the ways people are different from each other, including their cultures, beliefs, traditions, celebrations, and identities; • Recognise the benefits of diversity, and that everyone has something which makes them special; • Recognise that everyone deserves to be treated with kindness and respect; • Define the word respect and demonstrate ways of showing respect to others' differences. **That is such a stereotype!** • Identify examples of stereotypes, including those promoted online or in the media; • Recognise that stereotypes can be unfair or harmful; • Demonstrate ways to challenge stereotypes respectfully and assertively; • Identify when to seek help from a safe adult if someone is behaving disrespectfully towards them or others. **Friend or acquaintance?** • Identify different types of relationships (such as friends, family members, carers and acquaintances) and explain how these relationships can differ;

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VOCABULARY CHECK OUT	• Recognise that people can be different from one another and still be good friends, and explain why everyone should be treated with kindness and respect; • Notice when someone may be feeling lonely, left out or excluded, and suggest ways to offer support. **Islands** • Recognise that they have the right to protect their personal body space; • Describe how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
UKS2	
Autumn 1 **TEN TEN** **Module 1: Created and Loved By God**	**UNIT 2: Me, My body and My health** **SESSION 1: Gifts and talents** • Similarities and differences between people arise as they grow and mature • By living and working together ('teamwork') we create community. • There are many different types of family set up • Self-confidence arises from being loved by God (not status, etc.) • All children will understand that we are all unique, with different family set-ups, gifts and talents. • 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. • Some children will demonstrate a personal understanding of how our value and self-confidence can arise from knowing that we are loved by God and called His children. **SESSION 4: Spots and sleep** • 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.

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VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 6** **Me and My Relationships**	• All children will know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health. • Most children will be able to discern whether certain choices will have a good or bad impact on our health. • 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. **Working together** • Identify skills needed for a collaborative approach to a task; • Demonstrate effective, assertive communication; • Demonstrate how to build kind relationships by including others, respecting their ideas and celebrating their successes; • Demonstrate how to settle differences of opinion respectfully in order to find a compromise. **Solve the friendship problem** • Recognise that healthy friendships can support wellbeing; • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach; • Identify when and how to seek help if a friendship is making someone unhappy or uncomfortable. **Behave yourself** • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Identify basic emotional needs and recognise that they change according to circumstance; • Recognise that different people may feel or react differently to situations; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. **Assertiveness skills** • Recognise peer influence and pressure; • Describe and demonstrate some assertive behaviours; • Recognise the importance of respecting the needs and wishes of others; • Identify when, why and how to seek help if needed.

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VOCABULARY CHECK OUT	
Autumn 2 **TEN TEN** **Module 2: Created to love others** **VOCABULARY CHECK IN** **SCARF** **Taken from structured plans for YEAR 6** **Valuing Differences**	**UNIT 1: Religious Understanding** **SESSION 1: God Is Calling You** • That God calls us to love others • About ways in which we can participate in God's call for us to love others • All children will learn that God calls us to love others. • Most children will appreciate that we all have something we can offer in terms of loving others. • Some children will demonstrate a deeper understanding and passion for participating in God's call for us to love others. **OK to be Different** • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers. **Respecting Differences** • Appreciate diversity in behaviour across different cultures; • Recognise the shared responsibility we have to respect and care for others; • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. **Tolerance and respect for others** • Understand and explain the term prejudice and discrimination; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

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VOCABULARY CHECK OUT	**Advertising friendships** • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe other types of relationships (e.g. neighbour, parent/carer, relative) and why they are important to us; • Recognise when a relationship is making us feel uncomfortable or unsafe and how to seek help from safe adults. **Boys will be boys? – challenging gender stereotypes** • Define what is meant by the term stereotype; • Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes; • Recognise that we are all unique, and the responsibility we have to respect others; • Challenge stereotypical gender portrayals of people respectfully and assertively.
Spring 1 **TEN TEN** **Module 1: Created and Loved By God**	**UNIT 4: Life Cycles** **SESSION 5: Coping with change** • That there are many emotions and feelings connected with change. • That gratitude and positivity help build resilience. • Coping strategies to manage changes. • That God is always with them. • All children will understand that they might experience different feelings when moving to their next class/secondary school. • Most children will demonstrate an understanding of strategies to help them cope in times of change. • 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.

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VOCABULARY CHECK IN **SCARF** **Taken from structured plans for YEAR 6** **Growing and Changing** **VOCABULARY CHECK OUT**	**I look great!** • Recognise that technology can be used to create fake or altered images or films of people; • Explain how these unrealistic images can often affect people's feelings about their own appearance; • Identify personal qualities that are important beyond physical appearance; • Suggest positive ways to respond to pressure to look or act in a certain way. **Pressure Online** • Describe the risks of sharing images online and how these are hard to control, once shared; • Recognise that people need permission before they share images of someone else; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. **Helpful or Unhelpful? – managing change** • Recognise some of the changes they have experienced and their emotional responses to those changes; • Identify helpful strategies for dealing with changes that can prompt difficult feelings; • Identify people who can support someone who is dealing with a challenging time of change.
Spring 2 **TEN TEN** **Module 2: Created to love others**	**UNIT 4: Keeping Safe** **SESSION 2: Impacted Lifestyles** • About the effect that a range of substances including drugs, tobacco and alcohol can have on the body. • How to make good choices about substances that would have an impact on their health. • That our bodies are created by God, so we should take care of them and be careful about what we consume.

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VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 6** **Keeping Safe**	• All children will learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body. • 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. • 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. **SESSION 3: Making Good Choices** • Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco • Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies **SESSION 4: Giving Assistance** • The recovery position can be used when a person is unconscious but breathing • DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.
	Think before you click! • Explain how information can spread rapidly online and why false information can be difficult to stop; • Recognise the difference between reliable information and misinformation or disinformation; • Understand that online actions leave a digital footprint and are very difficult to remove completely; • Apply strategies to make safe and responsible choices before posting, sharing or responding online. **Rat Park** • Explain the difference between a habit and an addiction; • Recognise that addiction can be influenced by a person's environment, relationships and emotional wellbeing; • Identify healthy ways to meet emotional needs and support positive wellbeing. **Drugs: It's the law!** • Explain the difference between legal and illegal drugs and understand why laws exist to regulate them;

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VOCABULARY CHECK OUT	• Recognise that all drugs, including medicines, can be helpful or harmful depending on how they are used; • Apply their understanding of drug-related laws to real-life situations and scenarios; • Identify sources of support for people who are worried about drug use or addiction. **Alcohol: What is normal?** • Recognise that most young people choose not to drink alcohol; • Explain the short- and long-term effects of alcohol on health and wellbeing; • Recognise how perceptions, media and social influences can affect beliefs about alcohol use.
Summer 1 **TEN TEN** **Module 3: Created to live in community**	**UNIT 2: Living in the Wider World** **SESSION 1: Reaching Out** • Apply the principles of Catholic Social Teaching to current issues. • Find ways in which they can spread God's love in their community. • All children will have a basic understanding of how to apply the principles of Catholic Social Teaching to current issues. • 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. • Some children will show great aptitude when categorising articles, and demonstrate compassion and motivation to challenge issues of injustice. **SESSION 2: The World of Work** • Learn about the process of getting a job and consider factors that influence job choices. • Understand how stereotyping can affect work aspirations and learn to challenge such attitudes. • Consider jobs in different sectors, learning pathways to work and their own job aspirations. • 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. • 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.

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VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 6** **Being my Best**	• Some children will demonstrate a deeper understanding of how their values, gifts and strengths, and understand that God calls us to our vocation. **SESSION 3: Money and Me** • There are a wide variety of payment options. • The importance of budgeting and tracking spending and saving. • About the hierarchy of needs and other influences on spending choices. • Some people have more money than others. • God asks us to All children will understand that tracking our money and budgeting is part of good money management. • 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. • Some children will demonstrate an understanding of stewardship and the Christian perspective on donating money to the Church and other charities. • be good stewards of our money and resources. **This will be your life!** • Identify personal aspirations and goals for the future; • Explore the steps, skills and support needed to achieve long-term goals; • Recognise that challenges and mistakes are part of working towards a goal. **What's the risk? (1)** • Identify risk factors in a given situation, including online environments; • Explain the possible outcomes of risk-taking in a given situation, including emotional risks; • Recognise where to go for advice and support when feeling worried or concerned about something online. **Basic first aid – including Sepsis awareness** • Identify how to respond safely and appropriately in a range of first aid situations; • Describe basic first aid skills that can help someone who is injured or unwell; • Recognise the signs of serious illness, including sepsis, and identify where to seek support. **Five ways to wellbeing project** • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle; • Give examples of how they can be implemented in people's lives.

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VOCABULARY CHECK OUT	
Summer 2 **VOCABULARY CHECK IN** **SCARF** **Taken from structured plans for YEAR 6** **Rights and Respect**	**Two sides to every story** • Identify and explain the difference between facts, opinions and bias in news reports; Analyse how language and selective use of facts can be used to present different viewpoints on the same issue; • Understand how bias and stereotyping in the media can influence attitudes and lead to unfair or harmful views; • Develop skills in evaluating news and information, including recognising bias and respectfully challenging stereotypes. **Fakebook Friends** • Understand that people may present an unrealistic version of themselves on social media; • Explain how online posts and profiles can create misleading impressions about people's lives and experiences; • Recognise that information shared online may not always be accurate or truthful, and to question what that is; • Describe safe and responsible behaviours when using social media, including thinking carefully before sharing content. **What's it worth?** • Understand the benefits of saving money and the different ways money can be stored safely; • Explain the factors that influence the value and price of items;

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VOCABULARY CHECK OUT	• Recognise how choices about spending can be influenced, including pressures in online games and digital environments; • Apply decision-making skills when saving, spending and valuing items, including considering needs, wants and affordability. **Happy Shoppers – caring for the environment** • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way. **Democracy in Britain 1 – Elections** • Understand, consider and implement the 5 fundamental British Values. **Democracy in Britain 2 - How (most) laws are made** • Develop their research skills; • Gather information and form ideas about environmental projects; • Understand the importance of looking after the environment.