



# PSHE Curriculum Progression Map

School Purpose: To nurture curiosity every day, for every child, within a community acting as a beacon of the Catholic faith

Overarching Concepts									
Online	Respect	Being Safe	The Law	Respect, consent, diversity, identity	Online	Being Safe	The Law	Seeking Support	Personal Responsibility & Self Respect
Core Themes									
Relationships				Living in the wider world				Health and Wellbeing	
Topics									
Family				Community				Mental Wellbeing	
Friends				Online Safety				Staying Healthy	
Self				Money and Work				Growing	
Mental Health and Wellbeing									

Lesson resources are taken from the Sheffield Primary curriculum, and The Life to the Full programme provided by Ten Ten Resources. Ten Ten Life to the Full content is marked LTF.

## Year-on-year overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family	Identify special people and what makes them special.	Families are made up of a special group of people, which changes gradually over time.	Children and adults both have responsibilities to each other. We should feel loved, cared for and safe in our homes.	Families can change. There is no one set family structure and any type of family can provide love and support	All people deserve respect, even if they are different to other people.	Some people get married. Identify the positive features that should be present in a family. Learn how to disagree with respect.	We all rely on the people around us.
Friends	The characteristics of positive and negative relationships.	Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.	Understand why bullying is so hurtful.	We have responsibilities to our friends – other people's emotions are important and our actions can affect other people's feelings. The difference between a group of friends and a 'clique'.	Differences in gender, skin colour, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment. Friendships are not always perfect and it is normal to disagree with your friends. Understand when a relationship is unhealthy when support is required.	Everyone is unique and worthy of respect. Friendships change over time. Identify behaviour that is controlling or manipulative and issues around consent and coercion	Understand what stereotypes are and learn to challenge them. Gay, bisexual, transgender and non-binary people may face discrimination; we should treat everyone with respect.
Self	We are each unique, with individual gifts, talents and skills.	Our choice of activities can affect our happiness.	We are important, unique people who deserve kindness and respect.	We all experience a range and depth of feelings. We have responsibilities for some things but cannot control everything.	Understand the range of powerful emotions that we can have. Learn what to do if we experience low moods. Build self-esteem.	Learn to express our sense of identity. Understand that our brains can get poorly and can be treated. Big events can affect our mental and emotional health.	Images in the media do not always reflect reality and can affect how people feel about themselves. Emotions change as they grow up.

						Explore ways of coping with big and small life events.	
Community	When we are unkind we should say sorry. Being forgiving.	We belong to various communities such as home, school, parish, the wider local community, nation and global community, and can help others in our community.	Know what range of communities live near school. Appreciate that they should treat people with respect and kindness, regardless of difference. Understand what to do if they feel uncomfortable, either with strangers or with people they know.	That the human family is to reflect the Holy Trinity in mutual charity and generosity. The Church family comprises of home, school and parish (which is part of the diocese).	Understand why we have laws and the basics of how laws are made and enforced. We are all part of a wider community and have common values. We have the power and responsibility to make our communities better places to live.	The way we live has an impact on others locally, nationally and globally. We can put aside our own wants for the common good. We should calmly stand up for our faith, for friends and our community and for victims of injustice.	Understand and learn how to challenge stereotypes, discrimination and prejudice. Know that unconscious bias exists. Know the protected characteristics.
Online Safety	Communicating online. Private information. Choosing how to spend time.	People need to get the correct balance of time spent online and offline. Some situations online are unsafe.	We shouldn't share private and personal information with strangers. Anybody can put things online and it may not be true.	People on the internet are not always who they say they are, and may have malicious intentions. We must keep our personal information safe and websites can store a lot of personal information.	Understand that information online must be checked before it is believed. Understand some of the motivations behind putting false things online.	Social media comes with pressure. We can control our online lives, including our words and actions. Personal information is valuable, sensitive and private to us. What cyberbullying feels like for the victim; and how to get help if they experience cyberbullying.	Bias can mislead readers. We have to be careful to balance our views and tolerate disagreement. Social media tends to limit the number of opposing views that we encounter. The difference between harmful and harmless videos and images and the impact these can have on young minds.
Money and Work	Exploration of coins and values.	People can choose to make different choices when spending and saving.	People can create and use records to track their money and keep it in a safe place.	We can choose what to purchase and should consider what is important and what we can do without.	Explore the concept of 'fairness' and how to spend money ethically. Builds awareness of how our spending decisions can impact communities.	Understand how our spending choices impact our environment.	Identify the ways that money affects their lives Understand that not everyone has the same access to money and employment across the world. Understand how to recognise fraud and protect yourself, your online identity and your money.
Mental Wellbeing	Everyone experiences feelings, both good and bad.	We have a range of emotions, depending on our experiences and situations	Feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.	Learn strategies to deal with a range and depth of feelings and know when to seek support. Understand that we have responsibilities for some things but cannot control everything.	Emotions change as they grow up (including hormonal effects). 'Feelings' are not good guides for action. What emotional well-being means and that positive actions help emotional well-being Talking to trusted people helps emotional well-being.	Thoughts and feelings impact on actions. Develop ability to identify and communicate emotions. Some people find it hard to read and express emotions. Analyse representations of beauty in the media. Understand that the images we see in the media affect the way we see and judge ourselves and others.	'Feelings' are not good guides for action: some behaviour is wrong, unacceptable, unhealthy or risky. About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.
Staying Healthy	What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene.	Active lifestyles including regular exercise can keep our bodies healthier. We can't always have healthy bodies.	How germs are spread and how to prevent this. How to prevent tooth decay. Identify common dangers and know what to do in an emergency situation.	Understand about the elements of a balanced, healthy lifestyle. Understand the importance of hygiene. How to stay safe in the sun.	Understand 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.	Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.	How to make good choices that have an impact on their health. Understand that some drugs help us and some do not.

		Identify the components of a balanced diet.		Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life.		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.	Understand the risks of taking drugs, alcohol and tobacco. Identify common hazards. Know basic first aid techniques, how to react in emergency situations and when and how to make an emergency 999 call.
Growing	The names of the parts of the body (not genitalia). There are natural life stages from birth to death	We are entitled to bodily privacy.	Other people need permission before they can touch us and if someone doesn't want us to touch them, we must respect that. There are 5 key stages of human life and bodies change as we age. Name their body parts, including external genitalia. Discuss the similarities and differences between boys and girls.	Judge well what kind of physical contact is acceptable or unacceptable and how to respond. There are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.	Learn what the term puberty means and when they can expect puberty to take place. Correct naming of genitalia and what changes will happen to boys and girls during puberty.	Understand the process of menstruation and how to manage it effectively.	How a baby grows and develops in its mother's womb. Basic scientific facts about sexual intercourse between a man and woman. The physical, emotional, moral and spiritual implications of sexual intercourse. Hygiene during puberty. About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life. Some practical help on how to manage the onset of menstruation.

## EYFS

### Autumn Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
LTFF Module 1, Unit 1 Story Sessions: Handmade With Love	<ul style="list-style-type: none"> <li>We are created individually by God as part of His creation plan</li> <li>We are all God's children and are special</li> <li>Our bodies were created by God and are good</li> <li>We can give thanks to God!</li> </ul>	grateful, appreciative, person
LTFF Module 1, Unit 2 Session 1: I Am Me	<ul style="list-style-type: none"> <li>We are each unique, with individual gifts, talents and skills.</li> <li>Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</li> </ul>	unique, individual, gifts, talents, skills
LTFF Module 1, Unit 2 Session 2: Heads, Shoulders, Knees and Toes	<ul style="list-style-type: none"> <li>Our bodies are good and made by God</li> <li>The names of the parts of the body (not genitalia)</li> </ul>	arm, hand, mouth, nose, ear, eyes, feet, finger, toe, head, knee, shoulder, hair, neck, leg, elbow
LTFF Module 1, Unit 2 Session 3: Ready Teddy?	<ul style="list-style-type: none"> <li>That our bodies are good and we need to look after them</li> <li>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</li> </ul>	healthy, lifestyle, exercise, diet, sleep, personal hygiene

### Spring Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
HSBC Money Matters lesson (Value of Money And Spending Choices: The Treasure Hunt)	<ul style="list-style-type: none"> <li>Exploration of coins and values: be able to identify 1p, 2p, 5p, 10p, 20p, 50p and £1 coins.</li> </ul>	coin, value
LTFF Module 1, Unit 3 Session 1: I Like, You Like, We All Like!	<ul style="list-style-type: none"> <li>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>That it is natural for us to relate to and trust one another</li> </ul>	tastes, needs, likes, dislikes
LTFF Module 1, Unit 3 Session 2: Good Feelings, Bad Feelings	<ul style="list-style-type: none"> <li>A language to describe their feelings</li> <li>An understanding that everyone experiences feelings, both good and bad</li> <li>Simple strategies for managing feelings</li> </ul>	feelings, strategies, actions
LTFF Module 1, Unit 3 Session 3: Let's Get Real	<ul style="list-style-type: none"> <li>Simple strategies for managing emotions and behaviour</li> <li>That we have choices and these choices can impact how we feel and respond.</li> <li>We can say sorry and forgive like Jesus</li> </ul>	strategies, emotions, behaviour, feelings, response
LTFF Module 1, Unit 4 Session 1: Growing Up	<ul style="list-style-type: none"> <li>That there are natural life stages from birth to death, and what these are</li> </ul>	life stages, baby, adult, child, teenager, toddler, elderly
L1 - Sleep	<ul style="list-style-type: none"> <li>Understand that screen time can affect sleep</li> </ul>	sleep, health, feelings
L2 - Choosing what to do online	<ul style="list-style-type: none"> <li>Understand that we need to decide which games to play and what to watch</li> </ul>	in/appropriate, trust
LTFF Module 2, Unit 1 Session 1: Role Model	<ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Jesus cared for others and wanted them to live good lives like Him</li> <li>We should love other people in the same way God loves us</li> </ul>	role model

LTF Module 2, Unit 2 Session 1: Who's Who?	<ul style="list-style-type: none"> <li>To identify special people (e.g. parents, carers, friends) and what makes them special</li> <li>The importance of the nuclear family and of the wider family</li> <li>The importance of being close to and trusting of 'special people' and telling them if something is troubling them</li> </ul>	special people, family
LTF Module 2, Unit 2 Session 2: You've Got a Friend in Me	<ul style="list-style-type: none"> <li>How their behaviour affects other people and that there is appropriate and inappropriate behaviour</li> <li>The characteristics of positive and negative relationships</li> <li>About different types of teasing and that all bullying is wrong and unacceptable</li> </ul>	friend, behaviour, effect, positive, negative
LTF Module 2, Unit 2 Session 3: Forever Friends	<ul style="list-style-type: none"> <li>To recognise when they have been unkind to others and say sorry.</li> <li>That when we are unkind, we hurt God and should say sorry.</li> <li>To recognise when people are being unkind to them and others and how to respond.</li> <li>That we should forgive like Jesus forgives.</li> </ul>	unkind, sorry, forgive

Summer Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
S1 – Communicating Online	<ul style="list-style-type: none"> <li>Understand that we can communicate online</li> </ul>	communicate, app, comment
S2 – Feeling Safe Online	<ul style="list-style-type: none"> <li>Understand what to do when they see something that makes them feel unsafe or confused online</li> </ul>	safe, device
S3 – Personal Information	<ul style="list-style-type: none"> <li>Understand that some information is private, and shouldn't be shared, especially amongst people you don't know that well</li> </ul>	information, private, share, personal
LTF Module 2, Unit 3 Session 1: Safe Inside and Out	<ul style="list-style-type: none"> <li>About safe and unsafe situations indoors and outdoors, including online.</li> <li>That they can ask for help from their special people.</li> </ul>	un/safe, special people
LTF Module 2, Unit 3 Session 2: My Body, My Rules	<ul style="list-style-type: none"> <li>To know they are entitled to bodily privacy</li> <li>That they can and should be open with 'special people' they trust if anything troubles them</li> <li>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</li> </ul>	body, private, special people
LTF Module 2, Unit 3 Session 3: Feeling Poorly	<ul style="list-style-type: none"> <li>Medicines should only be taken when a parent or doctor gives them to us.</li> <li>Medicines are not sweets.</li> <li>We should always try to look after our bodies because God created them and gifted them to us.</li> </ul>	medicine, parent, doctor
LTF Module 2, Unit 3 Session 4: People Who Help Us	<ul style="list-style-type: none"> <li>There are lots of jobs designed to help us.</li> <li>Paramedics help us in a medical emergency.</li> <li>First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> </ul>	help, paramedic, emergency, First Aid
P1 - Online Friends	<ul style="list-style-type: none"> <li>Understand that it is easy to hide your identity online</li> <li>Understand that it is important to be kind online</li> </ul>	Communicate, information, private, share, personal
LTF Module 3, Unit 1 Session 1: God is Love	<ul style="list-style-type: none"> <li>That God is love: Father, Son and Holy Spirit</li> <li>That being made in His image means being called to be loved and to love others</li> </ul>	love, Trinity, God, Father, Son, Holy Spirit
LTF Module 3, Unit 1 Session 2: Loving God, Loving Others	<ul style="list-style-type: none"> <li>What a community is, and that God calls us to live in community with one another</li> <li>Some Scripture illustrating the importance of living in a community</li> <li>No matter how small our offerings, they are valuable to God and He can use them for His glory.</li> </ul>	Community
LTF Module 3, Unit 2 Session 1: Me, You, Us	<ul style="list-style-type: none"> <li>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> <li>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> </ul>	community, home, school, parish, local area, nation, world

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|--|---|--|
|  | <ul style="list-style-type: none"><li>• That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</li><li>• About what harms and what improves the world in which they live</li></ul> |  |
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## Year 1

### Autumn Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
LTF Module 1, Unit 1 Story Sessions: Let the Children Come	<ul style="list-style-type: none"> <li>God wants us to talk to Him often through the day and treat Him as our best friend;</li> <li>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;</li> <li>We are created as a unity of body, mind and spirit: who we are matters and what we do matters;</li> <li>We can give thanks to God in different ways.</li> </ul>	special, important, worthy, valuable, unique, individual, Kingdom of Heaven, welcome, faith, purpose, happy, body, mind, spirit
Fr1) Who is my friend?	<ul style="list-style-type: none"> <li>Understand that there is a difference between close friends, friends, acquaintances and strangers</li> </ul>	friend, family, stranger, acquaintance, member of my community
P1) How do I help my body stay healthy?	<ul style="list-style-type: none"> <li>Understand that active lifestyles including regular exercise can keep our bodies more healthy</li> <li>Appreciate that some people live with disabilities</li> <li>Understand that we can't always have healthy bodies, because sometimes we get ill or injured</li> </ul>	exercise, diet, sleep, brushing, teeth
LTF Module 2, Unit 1 Session 1: God Loves You	<ul style="list-style-type: none"> <li>We are part of God's family;</li> <li>Saying sorry is important and can mend friendships;</li> <li>Jesus cared for others and had expectations of them and how they should act;</li> <li>We should love other people in the same way God loves us.</li> </ul>	naughty, mistakes, abandon, forgive, sorry, God's love, inheritance, sin

### Spring Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
M1) Where do feelings come from?	<ul style="list-style-type: none"> <li>Understand that we have a range of emotions, depending on our experiences and situations</li> <li>Know what to do when we experience strong emotions</li> <li>Build language to talk about feelings</li> </ul>	angry, happy, nervous, scared, sad, calm, surprised
P2) How do I decide what to eat?	<ul style="list-style-type: none"> <li>Identify the components of a balanced diet</li> </ul>	diet, healthy, unhealthy, fruit, vegetable, energy, Halal, Kosher
LTF Module 2, Unit 2 Session 1: Special People	<ul style="list-style-type: none"> <li>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special;</li> <li>The importance of nuclear and wider family;</li> <li>The importance of being close to and trusting special people and telling them if something is troubling them.</li> </ul>	family, mum, dad, brother, sister, grandma, grandad, friend, priest, special, loving, listen, safe, responsible, adult
LTF Module 2, Unit 2 Session 2: Treat Others Well...	<ul style="list-style-type: none"> <li>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour;</li> <li>The characteristics of positive and negative relationships;</li> <li>Different types of teasing and that all bullying is wrong and unacceptable.</li> </ul>	behaviour, 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
LTF Module 2, Unit 2 Session 3: ...And Say Sorry	<ul style="list-style-type: none"> <li>To recognise when they have been unkind and say sorry;</li> <li>To recognise when people are being unkind to them and others and how to respond;</li> <li>To know that when we are unkind to others, we hurt God also and should say sorry to him as well;</li> </ul>	fault, blame, forgiveness, argument, responsible, sorry,

	<ul style="list-style-type: none"> <li>To know that we should forgive like Jesus forgives.</li> </ul>	feelings, actions, trust, hurt, mistakes, sin
Fa1) Who's in my family?	<ul style="list-style-type: none"> <li>Understand that families are made up of a special group of people, which changes gradually over time.</li> <li>Understand that these people are all connected in different ways, and that these connections are important</li> </ul>	people, roles, change, loss
Os1) Screen time [L1]	<ul style="list-style-type: none"> <li>Understand that people need to get the correct balance of time spent online and offline</li> </ul>	screen, connect, active, creative
HSBC Money Matters lesson (Budgeting And Saving: Toy Time)	<ul style="list-style-type: none"> <li>Understand choices that they can make around spending and saving and that others may make different choices.</li> </ul>	cost, choice, spend
LTF Module 2, Unit 3 Session 1: Being Safe	<ul style="list-style-type: none"> <li>To understand safe and unsafe situations, including online.</li> </ul>	un/safe, un/comfortable
LTF Module 2, Unit 3 Session 2: Good Secrets and Bad Secrets	<ul style="list-style-type: none"> <li>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;</li> <li>How to resist pressure when feeling unsafe.</li> </ul>	good, secret, bad, secret, surprise, safe, unsafe, temporary, forever, trust, threat, guilty, private matter
LTF Module 2, Unit 3 Session 3: Physical Contact	<ul style="list-style-type: none"> <li>To know that they are entitled to bodily privacy;</li> <li>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.</li> </ul>	body, private, secrets. upset

Summer Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
Fr2) What makes a good friend?	<ul style="list-style-type: none"> <li>Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.</li> <li>Understand that difference can be a positive thing in our relationships</li> </ul>	kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team
Fr3) Should friends tell us what to do?	<ul style="list-style-type: none"> <li>Understand that friends should treat each other well and be fair</li> <li>Understand that there is not an ideal number of friends [You can have as many as you like]</li> <li>Understand that being controlling of other people is bad and that excluding other children is hurtful</li> <li>Understand that friends should not tell us what to do, although we should listen politely</li> </ul>	include, exclude, leave out, respect, listening, polite
LTF Module 2, Unit 3 Session 4: Harmful Substances	<ul style="list-style-type: none"> <li>Medicines are drugs, but not all drugs are good for us.</li> <li>Alcohol and tobacco are harmful substances.</li> <li>Our bodies are created by God, so we should take care of them and be careful about what we consume.</li> </ul>	medicines, drugs, alcohol, cigarettes, tobacco, un/harmful, substance, addictive, pills, nicotine, consume, smoke, bleach, needles, liquids, doctor, pharmacy
LTF Module 2, Unit 3 Session 5: Can You Help Me?	<ul style="list-style-type: none"> <li>They should call 999 in an emergency and ask for ambulance, police and/or fire brigade</li> <li>If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</li> <li>Some basic principles of First Aid</li> </ul>	emergency, police officer, fire, brigade, firefighter, ambulance, paramedic, vaccine, 999, injury, sick, pain, struggling, car crash, help, caution, germs
M3) What helps me to be happy?	<ul style="list-style-type: none"> <li>Understand the connection between their actions and the feelings of themselves and others</li> <li>Discover how our choice of activities can affect our happiness</li> </ul>	feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors, worried, anxious, scared, nervous



<p>LTF Module 3, Unit 1 Session 1: Three in One</p>	<ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit;</li> <li>• That being made in his image means being called to be loved and to love others.</li> </ul>	<p>Holy Trinity, God the Father, God the son (Jesus), God the Holy Spirit, Sign of the Cross persons, love, designed, triangle</p>
<p>LTF Module 3, Unit 1 Session 2: Who Is My Neighbour?</p>	<ul style="list-style-type: none"> <li>• To know what a community is, and that God calls us to live in community with one another;</li> <li>• A scripture illustrating the importance of living in community as a consequence of this;</li> <li>• Jesus' teaching on who is my neighbour.</li> </ul>	<p>community, neighbour, Holy Trinity, God the Father, God the son (Jesus), God the Holy Spirit, love, The Good Samaritan</p>
<p>LTF Module 3, Unit 2 Session 1: The Communities We Live In</p>	<ul style="list-style-type: none"> <li>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community;</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.);</li> <li>• About what harms and what improves the world in which we live.</li> </ul>	<p>community, consequences, responsibilities, national, global, school, parish, home, receptionist, teacher, teaching assistant, caretaker, cleaner, headteacher, priest, altar, server, reader, choir, recycling, litter, respectful, graffiti</p>

## Year 2

### Autumn Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
LTF Module 1, Unit 1 Story Sessions: Let the Children Come	<ul style="list-style-type: none"> <li>God wants us to talk to Him often through the day and treat Him as our best friend;</li> <li>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;</li> <li>We are created as a unity of body, mind and spirit: who we are matters and what we do matters;</li> <li>We can give thanks to God in different ways.</li> </ul>	special, important, worthy, valuable, unique, individual, Kingdom of Heaven, welcome, faith, purpose, happy, body, mind, spirit
C1) How do we make a happy school?	<ul style="list-style-type: none"> <li>Understand why we have rules and how they help us learn and be happy</li> <li>Understand how to behave appropriately and how to contribute to school life</li> <li>Appreciate how important school is to them</li> <li>Identify their special people in school</li> </ul>	rules, right, wrong
C2) Who lives in my neighbourhood?	<ul style="list-style-type: none"> <li>Know what range of communities live near school</li> <li>Appreciate that they should treat people with respect and kindness, regardless of difference</li> <li>Understand what to do if they feel uncomfortable, either with strangers or with people they know</li> </ul>	community, different
Os3) Online strangers [P1]	<ul style="list-style-type: none"> <li>Understand that people online are strangers if we don't know them in real life</li> <li>Understand that we shouldn't share private and personal information with strangers</li> </ul>	truth, private, personal, information
LTF Module 1, Unit 2 Session 1: I am Unique	<ul style="list-style-type: none"> <li>To learn that we are unique, with individual gifts, talents and skills.</li> </ul>	unique, special, similarities, differences, individual, gifts, talents, skills
LTF Module 1, Unit 2 Session 2: Girls and Boys	<ul style="list-style-type: none"> <li>Our bodies are good;</li> <li>The names of the parts of our bodies;</li> <li>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.</li> </ul>	similarities, differences, gender, stereotypes, equal, value, worth, favourite, interests, personality, physical, appearance, shoulders, legs, arms, ears, head, genitalia, scientific, penis, testicles, vulva, vagina, urethra, private
Fr4) How do we stop bullying?	<ul style="list-style-type: none"> <li>Empathise with other people and understand why bullying is so hurtful</li> <li>Order types of bullying to understand which ones are the worst</li> </ul>	bullying, physical, emotional, group, disability, minority
Os2) Personal information [S1]	<ul style="list-style-type: none"> <li>Understand why we shouldn't share personal information</li> <li>Understand how to keep our personal information private and safe when we are online</li> </ul>	personal, information, private

### Spring Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
Fa2) Do Families always stay the same?	<ul style="list-style-type: none"> <li>Understand how changes and events can influence our feelings</li> </ul>	change, moving, forever, feelings
Fa3) How should families treat each other?	<ul style="list-style-type: none"> <li>Understand that children and adults both have responsibilities to each other.</li> <li>Understand that we should feel loved, cared for and safe in our homes.</li> <li>Know what to do if our needs are not being met</li> </ul>	responsibility, kindness
P3) How do we stop getting ill?	<ul style="list-style-type: none"> <li>Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people</li> <li>Understand that we can prevent the spread of germs by washing our hands with soap, especially when</li> </ul>	teeth, dentist, clean, wash, disease, germs

	<p>we go to the toilet, eat or are unwell</p> <ul style="list-style-type: none"> <li>• Understand that we can prevent tooth decay by brushing our teeth regularly</li> </ul>	
LTF Module 1, Unit 2 Session 3-4: Clean & Healthy	<ul style="list-style-type: none"> <li>• Our bodies are good and we need to look after them;</li> <li>• What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;</li> <li>• The importance of sleep, rest and recreation for our health;</li> <li>• How to maintain personal hygiene.</li> </ul>	care, special, good, super, balanced diet, clean, wash, brush, sleep, teeth, hair, body, hygiene, healthy
LTF Module 1, Unit 3 Session 1: Feelings, Likes and Dislikes	<ul style="list-style-type: none"> <li>• That it is natural for us to relate to and trust one another;</li> <li>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);</li> <li>• A language to describe our feelings</li> </ul>	like/dislike, love/hate, prefer, feelings, positive/negative, loved, respected, safe, excited, frightened, worried, happy, sad, annoyed, bored, sleepy, disgusted, calm
Fa4) When should I say no?	<ul style="list-style-type: none"> <li>• Understand that other people need permission before they can touch us</li> <li>• Understand that some parts of our bodies are more private than others</li> <li>• Know that if someone doesn't want us to touch them, we must respect that</li> </ul>	consent, private, permission
Fa5) Who owns my body? I do!	<ul style="list-style-type: none"> <li>• Understand that certain parts of our bodies are very private, and only we get to decide what happens to them</li> <li>• Understand that secrets and surprises are different</li> <li>• Know how to report concerns</li> </ul>	trusted adult, secret, surprise, worried
G1) How bodies change as we get older (link with science)	<ul style="list-style-type: none"> <li>• Recognise the 5 key stages of human life</li> <li>• Understand how their bodies will change as they age</li> <li>• Consider how their lives will change as they get older</li> <li>• Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities</li> </ul>	change, age, baby, child, teenager, adult, elderly
HSBC Money Matters lesson (Budgeting And Saving: Keeping a Record – The Birthday Party)	<ul style="list-style-type: none"> <li>• Understand how they can create and use records to track their money and keep it in a safe place.</li> </ul>	choice, spend, record, track
LTF Module 1, Unit 3 Session 2: Feeling Inside Out	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	feelings, actions, choice, extremely, very, a little bit, fight, angry, annoyed, negative, positive
LTF Module 1, Unit 3 Session 3: Super Susie Gets Angry	<ul style="list-style-type: none"> <li>• Simple strategies for managing feelings and for good behaviour;</li> <li>• That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;</li> <li>• That Jesus died on the cross so that we would be forgiven.</li> </ul>	feelings, actions, consequences, choice, mistakes, sorry, forgiveness, God, Jesus, Sin, separate, friends, Garden of Eden, die, Cross, Sacrament of Reconciliation

Summer Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
Os4) Fake News [N1]	<ul style="list-style-type: none"> <li>• Understand that anybody can put things online</li> <li>• Recognise the difference between truth and fiction</li> </ul>	Internet, information, money, fake

	<ul style="list-style-type: none"> <li>• Understand that things online are often not true</li> <li>• Become more familiar with the term 'Fake News'</li> </ul>	
M2) Who am I?	<ul style="list-style-type: none"> <li>• Understand that each of us has skills and talents that are valuable</li> <li>• Understand that we are important, unique people who deserve kindness and respect</li> <li>• Appreciate that other people are important, no matter how good they are at certain things</li> </ul>	pride, unique
P4) How can I stay safe?	<ul style="list-style-type: none"> <li>• Identify common dangers that they may encounter both at home and in the wider world: <ul style="list-style-type: none"> <li>○ Chemicals and medicines</li> <li>○ Roads and cars</li> <li>○ Riding bicycles and scooters</li> <li>○ Environmental</li> <li>○ Railways</li> <li>○ Water</li> <li>○ Fires</li> </ul> </li> <li>• Know what to do in an emergency situation <ul style="list-style-type: none"> <li>○ Telling adults</li> <li>○ Calling emergency services</li> </ul> </li> </ul>	chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance
LTF Module 1, Unit 4 Session 1: The Cycle of Life	<ul style="list-style-type: none"> <li>• Children will know and appreciate that there are natural life stages from birth to death, and what these are.</li> </ul>	different, similar, special, growing, changing, God's plan, God's love, baby, child, teenager, adult, elderly, person
LTF Module 3, Unit 1 Session 1: Three in One	<ul style="list-style-type: none"> <li>• That God is love: Father, Son and Holy Spirit;</li> <li>• That being made in his image means being called to be loved and to love others.</li> </ul>	Holy Trinity, God the Father, God the son (Jesus), God the Holy Spirit, Sign of the Cross persons, love, designed, triangle
LTF Module 3, Unit 1 Session 2: Who Is My Neighbour?	<ul style="list-style-type: none"> <li>• To know what a community is, and that God calls us to live in community with one another;</li> <li>• A scripture illustrating the importance of living in community as a consequence of this;</li> <li>• Jesus' teaching on who is my neighbour.</li> </ul>	community, neighbour, Holy Trinity, God the Father, God the son (Jesus), God the Holy Spirit, love, The Good Samaritan
C3) What makes a boy or a girl?	<ul style="list-style-type: none"> <li>• Name their body parts, including external genitalia</li> <li>• Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes</li> </ul>	penis, vagina, boy, girl
Fa6) Are all families the same?	<ul style="list-style-type: none"> <li>• Understand that families are highly varied; no family is the same</li> </ul>	normal, different, religion, culture, gender
LTF Module 3, Unit 2 Session 1: The Communities We Live In	<ul style="list-style-type: none"> <li>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community;</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.);</li> <li>• About what harms and what improves the world in which we live.</li> </ul>	community, consequences, responsibilities, national, global, school, parish, home, receptionist, teacher, teaching assistant, caretaker, cleaner, headteacher, priest, altar, server, reader, choir, recycling, litter, respectful, graffiti

### Year 3

#### Autumn Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
LTF Module 1, Unit 1 Session 1: Get Up!	<ul style="list-style-type: none"> <li>We are created individually by God who is Love, designed in His own image and likeness;</li> <li>God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation);</li> <li>Every human life is precious from the beginning of life (conception) to natural death;</li> <li>Personal and communal prayer and worship are necessary ways of growing in our relationship with God;</li> <li>In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue);</li> <li>It is important to make a nightly examination of conscience.</li> </ul>	God, Jesus, faith, dead, alive, love, eternal, new life, heaven, sin, forgive, precious, conception, individual, renewed, make a difference, Jairus, synagogue
LTF Module 1, Unit 1 Session 2: The Sacraments	<ul style="list-style-type: none"> <li>That in Baptism God makes us His adopted children and 'receivers' of His love.</li> <li>That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</li> </ul>	
Fr1) What makes a good friend?	<ul style="list-style-type: none"> <li>Appreciate that we have responsibilities to our friends</li> <li>Acknowledge that other people's emotions are important</li> <li>Understand that our actions can affect other people's feelings</li> <li>Learn what we can do to maintain healthy relationships</li> </ul>	happy, safe, trust, respect, honesty, kindness, generosity, interests, experiences, support, problems, welcome
Os1) Online strangers [P1]	<ul style="list-style-type: none"> <li>Understand that people on the internet are not always who they say they are, and may have malicious intentions</li> </ul>	strangers, online, deception, social media
Os2) Sharing Online [P2]	<ul style="list-style-type: none"> <li>Understand that we must keep our personal information safe</li> </ul>	personal, information, privacy, stranger, trust
LTF Module 2, Unit 1 Story Sessions: Jesus, My Friend	<ul style="list-style-type: none"> <li>That Jesus loves, embraces, guides, forgives and reconciles us with him and one another;</li> <li>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness;</li> <li>That relationships take time and effort to sustain;</li> <li>We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</li> </ul>	naughty, mistakes, abandon, forgive, sorry, God's love, inheritance, sin
Fa1) Do Families always stay the same?	<ul style="list-style-type: none"> <li>Understand that families can change</li> <li>Understand that parents can split up and people can die</li> <li>Know that these events are not the fault of the child</li> </ul>	foster care, adoption, divorce, break-up, death, grief, illness, disability
Fa2) Are all families like mine?	<ul style="list-style-type: none"> <li>Appreciate that there are many differences between families and all families are unique</li> <li>Understand that there are far more similarities than there are differences</li> <li>Understand there is no one set family structure</li> <li>Appreciate that any type of family can provide love and support</li> </ul>	religion, skin colour, Islam, Muslim, mosque, prayers, represent, discrimination, same sex

#### Spring Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
LTF Module 2, Unit 2 Session 1: Friends, Family and Others	<ul style="list-style-type: none"> <li>Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong;</li> </ul>	family, mum, dad, brother, sister, grandma, grandad, friend, priest,

	<ul style="list-style-type: none"> <li>• That there are different types of relationships including those between acquaintances, friends, relatives and family;</li> <li>• That good friendship is when both persons enjoy each other's company and also want what is truly best for the other;</li> <li>• The difference between a group of friends and a 'clique'.</li> </ul>	special, loving, listen, safe, responsible, adult
LTF Module 2, Unit 2 Session 2: When Things Feel Bad	<ul style="list-style-type: none"> <li>• Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;</li> <li>• Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</li> </ul>	behaviour, 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
M1) How do I manage my feelings?	<ul style="list-style-type: none"> <li>• Understand the range and depth of feelings that we all experience</li> <li>• Learn strategies to deal with these feelings and know when to seek support</li> <li>• Understand that we have responsibilities for some things but cannot control everything</li> </ul>	responsibility, anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress
P1) How do I keep my body healthy?	<ul style="list-style-type: none"> <li>• Understand the reasons why active lifestyles and healthy diets can have a positive effect on our lives</li> <li>• Appreciate that they need to balance choices that are 'good for them' and choices that bring joy</li> <li>• Know how to make informed choices about the activities they do and the things they eat</li> <li>• Getting enough sleep (what might stop you from getting the right amount?)</li> </ul>	active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance
P2) How do I get a healthy diet?	<ul style="list-style-type: none"> <li>• Understand how to make informed decisions about health</li> <li>• Understand about the elements of a balanced, healthy lifestyle</li> <li>• Understand about the choices that support a healthy lifestyle, and recognise what might influence these</li> <li>• Understand what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</li> </ul>	food, nutrition, diet, sugar, fat, protein, vitamins, balance
LTF Module 2, Unit 3 Session 1: Sharing Online	<ul style="list-style-type: none"> <li>• To recognise that their increasing independence brings increased responsibility to keep themselves and others safe;</li> <li>• How to use technology safely;</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;</li> <li>• How to report and get help if they encounter inappropriate materials or messages.</li> </ul>	share, un/safe, online
LTF Module 2, Unit 3 Session 2: Chatting Online	<ul style="list-style-type: none"> <li>• How to use technology safely;</li> <li>• That bad language and bad behaviour are inappropriate;</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;</li> <li>• How to report and get help if they encounter inappropriate materials or messages.</li> </ul>	good secret, bad secret, surprise, un/safe, temporary, forever, trust, threat, guilty, private, matter
Os3) Friendship Online [S1]	<ul style="list-style-type: none"> <li>• Identify how to be kind in online social environments</li> <li>• Understand that peer pressure can make us do inappropriate or unkind things</li> <li>• Understand that friends should behave in a certain way, whether they are online or offline</li> </ul>	social media, kindness, cyberbullying, friendship, pressure, behaviour

HSBC Money Matters lesson (Value Of Money And Spending: Making wise Choices – The Expedition)	<ul style="list-style-type: none"> <li>• Think about purchase choices</li> <li>• Consider which of their wants are important and what they can manage without</li> </ul>	choice, want, need, importance
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Summer Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
Os4) Personal Information [C2]	<ul style="list-style-type: none"> <li>• Have a more thorough and sophisticated understanding of personal information</li> <li>• Understand that websites store a lot of our information</li> </ul>	personal, information, identities
P3) How do I stop getting ill?	<ul style="list-style-type: none"> <li>• Understand the importance of hygiene, especially hand washing</li> <li>• Understand how to keep our teeth healthy</li> <li>• Understand the dangers of diseases caused by the sun how to stay safe from these</li> </ul>	germs, bacteria, virus, hygiene, infection
LTF Module 2, Unit 3 Session 3: Safe in My Body	<ul style="list-style-type: none"> <li>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.</li> </ul>	physical contact, un/acceptable, trust
LTF Module 2, Unit 3 Session 4: Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• Medicines are drugs, but not all drugs are good for us.</li> <li>• Alcohol and tobacco are harmful substances.</li> <li>• Our bodies are created by God, so we should take care of them and be careful about what we consume.</li> </ul>	medicines, drugs, alcohol, cigarettes, tobacco, un/harmful, substance, addictive, pills, nicotine, consume, smoke, bleach, needles, liquids, doctor, pharmacy
LTF Module 2, Unit 3 Session 5: First Aid Heroes	<ul style="list-style-type: none"> <li>• In an emergency, it is important to remain calm.</li> <li>• Quick reactions in an emergency can save a life.</li> <li>• Children can help in an emergency using their First Aid knowledge.</li> </ul>	emergency, police officer, fire, brigade, firefighter, ambulance, paramedic, vaccine, 999, injury, sick, pain, struggling, car, crash, help, caution, germs
LTF Module 3, Unit 1 Session 1: A Community of Love	<ul style="list-style-type: none"> <li>• God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’;</li> <li>• The human family is to reflect the Holy Trinity in mutual charity and generosity.</li> </ul>	Holy Trinity, God the Father, God the son (Jesus), God the Holy Spirit, Sign of the Cross, persons, love, designed, triangle
LTF Module 3, Unit 1 Session 2: What is the Church?	<ul style="list-style-type: none"> <li>• That the human family is to reflect the Holy Trinity in mutual charity and generosity;</li> <li>• The Church family comprises of home, school and parish (which is part of the diocese).</li> </ul>	community, neighbour, Holy Trinity, God the Father, God the son (Jesus), God the Holy Spirit, love, The Good Samaritan
LTF Module 3, Unit 2 Session 1: How Do I Love Others?	<ul style="list-style-type: none"> <li>• To know that God wants His Church to love and care for others.</li> <li>• To devise practical ways of loving and caring for others.</li> </ul>	community, consequences, responsibilities, national, global, school, parish, home, receptionist, teacher, teaching assistant, caretaker, cleaner, headteacher, priest, altar, server, reader, choir, recycling, litter, respectful, graffiti

Year 4

Autumn Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
LTF Module 1, Unit 1 Session 1: Get Up!	<ul style="list-style-type: none"> <li>We are created individually by God who is Love, designed in His own image and likeness</li> <li>God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation)</li> <li>Every human life is precious from the beginning of life (conception) to natural death</li> <li>Personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> <li>In Baptism God makes us His adopted children and 'receivers' of His love by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue)</li> <li>It is important to make a nightly examination of conscience.</li> </ul>	God, Jesus, faith, dead, alive, love, eternal, new life, heaven, sin, forgive, precious, conception, individual, renewed, make a difference, Jairus, synagogue
LTF Module 1, Unit 2 Session 1: We Don't Have To Be The Same	<ul style="list-style-type: none"> <li>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</li> <li>Self-confidence arises from being loved by God (not status, etc)</li> </ul>	similarities, differences, unique, skills, talents, confident, self-confidence, changeable, teamwork, community, beloved, Child of God
LTF Module 1, Unit 2 Session 2: Respecting Our Bodies	<ul style="list-style-type: none"> <li>Understand 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</li> </ul>	body, gift, dis/respect, special, safe, healthy, in/appropriate, balanced diet, exercise, sensible, God, Holy Spirit, choice, responsibility
Fr2) Are all friends the same?	<ul style="list-style-type: none"> <li>Understand that differences in gender, skin colour, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment</li> <li>Discuss the similarities and differences between boys and girls</li> </ul>	Ramadan, Islam, Muslim, bullying, discrimination, gender
Fr3) Are friendships always fun?	<ul style="list-style-type: none"> <li>Understand that relationships come with a mixture of positive and negative emotions</li> <li>Appreciate that friendships are not always perfect</li> <li>Understand that it is normal to disagree with your friends</li> <li>Develop techniques to deal with conflict within friendships</li> <li>Understand when a relationship is unhealthy when support is required</li> </ul>	disagreement, positive and negative emotions, perfect, compromise
LTF Module 1, Unit 2 Session 3: What is Puberty?	<ul style="list-style-type: none"> <li>Learn what the term puberty means</li> <li>Learn when they can expect puberty to take place</li> <li>Understand that puberty is part of God's plan for our bodies</li> </ul>	puberty, childhood, adulthood, milestone, timeline, physical, growth, development, body changes, emotions, gradual, past, future, Child of God
LTF Module 1, Unit 2 Session 4: Changing Bodies	<ul style="list-style-type: none"> <li>Learn correct naming of genitalia</li> <li>Learn what changes will happen to boys during puberty</li> <li>Learn what changes will happen to girls during puberty</li> </ul>	puberty, childhood, adulthood, private parts, genitalia, penis, testicles, scrotum, vulva, vagina, breasts, hips, pubic hair, muscles, spots, sweat, hormones, mood swings, periods, blood



LTF Module 1, Unit 2 Session 5: Boy/Girl Discussion Groups	<ul style="list-style-type: none"> <li>Discuss content from previous sessions in a safe space</li> </ul>	
M2) Are we happy all the time?	<ul style="list-style-type: none"> <li>Understand the range of powerful emotions that we can have</li> <li>Learn what to do if we experience low moods</li> <li>Build self esteem</li> </ul>	feelings, emotions, sadness, depression, anger, happiness, love, self-esteem

Spring Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
C1) How do we make the world fair?	<ul style="list-style-type: none"> <li>Understand what is meant by 'the rule of law' [link to British Values]</li> <li>Understand the basics of how laws are made and enforced</li> <li>Appreciate the reasons why we need laws and that these are not always the same for everyone (some people need more protection - for example children)</li> <li>Appreciate that the world is not fair and it is our responsibility to help those less fortunate</li> <li>Identify our common values (Link to 'British Values')</li> </ul>	rules, laws, government, vote, rights, police, fair, equal, equality
C2) Where do you feel like you belong?	<ul style="list-style-type: none"> <li>Understand that we are all part of a wider community of people, who we rely on</li> <li>We have a responsibility to support other people in our community when we are able to</li> <li>Know that we should treat the people in our community with respect</li> <li>Understand that biological parents ("Tummy mummy" and "birth dad") are not always the people that look after a child</li> <li>Appreciate that the people you live with are not always part of your 'birth family' (adopted/foster care, carers)</li> </ul>	community, citizen, support, belong, adoption, same-sex,
C3) How can we help the people around us?	<ul style="list-style-type: none"> <li>Understand that we have the power and responsibility to make our communities better places to live</li> </ul>	community, responsibility, acts of kindness
HSBC Money Matters lesson (Critical Consumer: Shopping Sense)	<ul style="list-style-type: none"> <li>Explore the concept of 'fairness' and how to spend money ethically. Builds awareness of how our spending decisions can impact communities.</li> </ul>	fairness, ethical, impact
LTF Module 1, Unit 3 Session 1: What Am I Feeling?	<ul style="list-style-type: none"> <li>That emotions change as they grow up (including hormonal effects)</li> <li>To deepen their understanding of the range and intensity of their feelings that 'feelings' are not good guides for action</li> <li>What emotional well-being means</li> <li>Positive actions help emotional well-being (beauty, art, etc. lift the spirit)</li> <li>Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).</li> </ul>	feelings, emotions, information, experience, reaction, fear, anger, joy, sadness, boredom, tiredness, contentment, uncomfortable, masking ,emotional well-being, action, hormones, chemicals, puberty
LTF Module 1, Unit 3 Session 2: What Am I Looking At?	<ul style="list-style-type: none"> <li>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</li> </ul>	media, radio, television, newspapers, magazines, video, games, internet, advertising, influence, social media, truth, reality, stereotypes, resilience, self-confidence, Facebook, Snapchat, TikTok, Twitter, Instagram
LTF Module 1, Unit 3 Session 3: I Am Thankful!	<ul style="list-style-type: none"> <li>Some behaviour is wrong, unacceptable, unhealthy and risky</li> <li>Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure</li> </ul>	OK, un/acceptable, un/healthy, risky, resilience, thankfulness,

	from peers and the media.	feelings, actions, in/appropriate, peer, pressure, influence, information, choices, wider, context
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Summer Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
Os5) Digital Media [N1]	<ul style="list-style-type: none"> <li>Become more digitally literate by being able to analyse digital content</li> </ul>	digital literacy, analyse, content, media, headlines, features, tabloid, broadsheet
Os6) Verifying content and echo chambers [N3]	<ul style="list-style-type: none"> <li>Understand that information online must be checked before it is believed</li> <li>Understand some of the motivations behind putting false things online</li> </ul>	content, media, advertising, fake news, theories
Fa3) How should we treat people who are different?	<ul style="list-style-type: none"> <li>Understand that all people deserve respect, even if they are different to other people</li> <li>Appreciate that we all have different abilities and find different things challenging</li> </ul>	gender, stereotype, sexism bullying, disability, diversity, religion
LTF Module 1, Unit 4 Session 1: Life Cycles	<ul style="list-style-type: none"> <li>That they were handmade by God with the help of their parents</li> <li>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</li> <li>How conception and life in the womb fits into the cycle of life</li> <li>That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.</li> </ul>	life before birth, childhood, puberty, adulthood, womb, egg, sperm, Fallopian tube, fertilised, conception, implantation, embryo, foetus, umbilical, cord, birth
LTF Module 3, Unit 1 Session 1: A Community of Love	<ul style="list-style-type: none"> <li>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'</li> <li>The human family is to reflect the Holy Trinity in mutual charity and generosity.</li> </ul>	Holy Trinity, God, Father, Son, (Jesus), Holy Spirit, community of love, mystery of faith, married, family, signs, symbols, kind, generous, loving, wise, merciful, good, listening
LTF Module 3, Unit 1 Session 2: What is the Church?	<ul style="list-style-type: none"> <li>That the human family is to reflect the Holy Trinity in mutual charity and generosity</li> <li>The Church family comprises of home, school and parish (which is part of the diocese).</li> </ul>	Holy Trinity, God, Father, Son, (Jesus), Holy, Spirit, family, Church, Mass, sacrament, community, worship, generous, The Common Good, The Human Person, Social, Relationships, Stewardship, Everyone is included, no-one left behind
LTF Module 3, Unit 2 Session 1: How Do I Love Others?	<ul style="list-style-type: none"> <li>To know that God wants His Church to love and care for others.</li> <li>To devise practical ways of loving and caring for others.</li> </ul>	Church, care, love, noticed, respected, included, recognised, appreciated, secure, not alone, charity, caritas, generous, love, Emmaus, homeless, companions, injustice, prayer



Year 5

Autumn Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
LTF Module 1, Unit 1 Story Sessions: Calming the Storm	<ul style="list-style-type: none"> <li>We were created individually by God who cares for us and wants us to put our faith in Him.</li> <li>Physically becoming an adult is a natural phase of life.</li> <li>Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</li> </ul>	care, love, faith, trust, confidence, power, calm, individual, doubts, troubles, fear, listen, possible, change, puberty, adult
LTF Module 2, Unit 1 Session 1: Is God Calling You?	<ul style="list-style-type: none"> <li>To know that God calls us to love others.</li> <li>To know ways in which we can participate in God's call to us.</li> </ul>	Zacchaeus, tax, rich, unpopular, dis/honest, dis/satisfied, material, needs, outlook, perspective, called, created, love, others, prayer, conversation, 'thank you', 'help', 'sorry', 'I'm feeling...'
Fa1) Why do some people get married?	<ul style="list-style-type: none"> <li>Understand why some people get married</li> <li>Appreciate that not everyone wants to get married</li> <li>Know that forced marriage is illegal</li> </ul>	marriage, wedding, ceremony, gay
Fa2) Are families ever perfect?	<ul style="list-style-type: none"> <li>Identify the positive features that should be present in a family</li> <li>Learn how to disagree with respect</li> <li>Know the difference between secrets and surprises (when to break confidentiality)</li> <li>Understand the concept of consent</li> <li>Revisit that "My body belongs to me" [private parts, exceptions (doctors), FGM prevention]</li> </ul>	consent, secrets, surprises, unwanted, fault
Fr1) What makes a close friend?	<ul style="list-style-type: none"> <li>Understand what it takes to be a good friend</li> <li>Empathise with people who are excluded</li> </ul>	kindness, friendship, inclusion, transition
LTF Module 2, Unit 2 Session 1: Under Pressure	<ul style="list-style-type: none"> <li>Pressure comes in different forms, and what those different forms are;</li> <li>There are strategies that they can adopt to resist pressure.</li> </ul>	pressure, un/spoken, in/direct, un/helpful, choice, good, bad, emotional, well-being, best, interests, time out, critical, perspective, journal, sense of humour
LTF Module 2, Unit 2 Session 2: Do You Want a Piece of Cake?	<ul style="list-style-type: none"> <li>Understand what consent and bodily autonomy means;</li> <li>Discuss and reflect on different scenarios in which it is right to say 'no'.</li> </ul>	pressure, consent, permission, yes, no, powerful, powerless, bodily, autonomy, respect, control, freedom, confidence, decisions, choice, children of God, gift, precious, dignity
LTF Module 2, Unit 2 Session 3: Self-Talk	<ul style="list-style-type: none"> <li>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;</li> <li>Apply this approach to personal friendships and relationships</li> </ul>	positive, negative, self-talk, thoughts, feelings, actions, behaviour, pressure, healthy, relationships, beneficial, risks,

		safe, balance, expectations, realistic, emotional, well-being
Os1) Control and consent [S1]	<ul style="list-style-type: none"> <li>Understand that social media comes with pressure</li> <li>Understand that we have a significant amount of control over our online lives</li> <li>Understand that our actions/lack of actions can have an impact on ourselves and those around us</li> </ul>	control, consent, social media, manipulation, public, private, pressure
Os2) Protecting our identity [P1]	<ul style="list-style-type: none"> <li>Understand that our personal information is valuable, sensitive and private to us</li> <li>Understand that giving away personal information can lead to both physical and emotional damage</li> <li>Understand that many small details can be pieced together to gain a much more comprehensive set of information about a person</li> </ul>	personal, information, identity, protect, privacy, valuable, sensitive
M1) Does everybody have the same feelings?	<ul style="list-style-type: none"> <li>Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately</li> <li>Identify comfortable and uncomfortable emotions and the impact these have on our mental wellbeing</li> <li>Identify our own triggers for uncomfortable emotions</li> <li>Understanding that some people find it hard to read and express emotions</li> </ul>	angry, anxious, worried, frustrated, confused, emotional reaction

Spring Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
Fr2) Can we be different and still be friends?	<ul style="list-style-type: none"> <li>Understand that we don't have to be the same as everyone else to have friends</li> <li>Appreciate that we should respect other people, irrespective of their unique characteristics</li> <li>Understand that friendships change over time, and our friends often have different opinions, feelings and motivations to ours</li> </ul>	jealousy, betrayal, different, excluding, including
Fr3) Should friends tell us what to do?	<ul style="list-style-type: none"> <li>Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship</li> <li>Appreciate that friends should make us feel good and safe</li> <li>Identify behaviour that is controlling or manipulative</li> <li>Identify issues around consent and coercion</li> </ul>	friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure
P1) Is there such a thing as the perfect body?	<ul style="list-style-type: none"> <li>Analyse representations of beauty in the media</li> <li>Understand that the images we see in the media affect the way we see and judge ourselves and others</li> <li>Appreciate that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame)</li> </ul>	body image, self-esteem, unrealistic, expectations, insecurity
HSBC Money Matters lesson (Financial Skills: Sustainable Choices)	<ul style="list-style-type: none"> <li>Understand how our spending choices impact our environment</li> <li>Choosing how and where you spend your money in order to make cost and eco savings</li> </ul>	choice, spend, impact, environment, savings
LTF Module 2, Unit 3 Session 1: Sharing Isn't Always Caring	<ul style="list-style-type: none"> <li>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>How to use technology safely.</li> <li>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</li> <li>How to report and get help if they encounter inappropriate materials or messages.</li> </ul>	technology, content, responsibility, mental health, in/appropriate
LTF Module 2, Unit 3 Session 2: Cyberbullying	<ul style="list-style-type: none"> <li>What the term cyberbullying means and examples of it;</li> <li>What cyberbullying feels like for the victim;</li> <li>How to get help if they experience cyberbullying.</li> </ul>	cyberbullying

LTF Module 2, Unit 3 Session 3: Types of Abuse	<ul style="list-style-type: none"> <li>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</li> </ul>	people, places, rules, un/safe, respect, bodily privacy, bodily autonomy, physical touch, in/appropriate, abuse, neglect, physical abuse, emotional abuse, sexual abuse, secrets
Os3) Meeting strangers online [P4]	<ul style="list-style-type: none"> <li>Understand that there are dangers online for younger people</li> <li>Recognise some of the signs of online danger</li> </ul>	strangers, social media, passwords, manipulation, catfish, deception, vulnerable
Os4) Personal Information, terms and conditions [C2]	<ul style="list-style-type: none"> <li>Understand that our personal information can be used to make money and target us with advertising</li> </ul>	personal, information, terms and conditions, social media, advertisement
M2) Should we be happy all the time?	<ul style="list-style-type: none"> <li>Explore how big events such as loss, separation, divorce and bereavement can affect our mental and emotional health.</li> <li>Explore ways of coping with big and small life events.</li> </ul>	loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control
M3) Why do we argue?	<ul style="list-style-type: none"> <li>Understand why it is better to demonstrate self control and restraint in emotional situations, staying calm and making good choices, even when others are not</li> <li>Practise strategies for resolving conflict with peers</li> </ul>	listen, respond, impulsivity conflict, resolve, resolution, triggers, restraint, self-control

Summer Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
LTF Module 2, Unit 3 Session 4: Impacted Lifestyles	<ul style="list-style-type: none"> <li>Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</li> <li>Learn how to make good choices about substances that will have a positive impact on their health.</li> <li>Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</li> </ul>	drugs, alcohol, tobacco, legal, illegal, recreational, impact, lifestyle, lungs, Oxygen, heart, blood, smoke, cigarettes, chemicals, Nicotine, Carbon Monoxide, tar, organ, damage, pulse, physical, financial, social, impaired, moderation, responsibility, independence, honour, respect
LTF Module 2, Unit 3 Session 5: Making Good Choices	<ul style="list-style-type: none"> <li>Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco</li> <li>Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</li> </ul>	drugs, alcohol, tobacco, pressure, choice, decision, good, bad, conscience, uncomfortable, worried, anxious, upset, distressed, moderation, self-confidence, resilience, well-being, respect
LTF Module 2, Unit 3 Session 6: Giving Assistance	<ul style="list-style-type: none"> <li>The recovery position can be used when a person is unconscious but breathing.</li> <li>DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</li> </ul>	First Aid, casualty, injury, safe, emergency services, recovery position, un/conscious, DR ABC, Danger, Response, Airway, Breathing, Circulation,

		Defibrillator, life-threatening, environment, hazards, risk, innate, desire
P2) How can I stay fit and healthy?	<ul style="list-style-type: none"> <li>Understand how regular exercise and a balanced diet can keep our body healthy and make us less likely to become ill</li> <li>Know what a balanced diet looks like</li> </ul>	exercise, balanced diet, protein, carbohydrate, sugar, fat, vitamins, minerals
P3) Can I avoid getting ill?	<ul style="list-style-type: none"> <li>Understand why getting the right amount of sleep is important</li> <li>Know strategies to help them to sleep better</li> <li>Identify the ways to avoid damage caused by the sun</li> <li>Understand that many people have illnesses or disabilities that are not because of anything they have done</li> <li>Understand the importance of dental hygiene</li> </ul>	oral hygiene, flossing, tooth decay, plaque
M4) Who am I?	<ul style="list-style-type: none"> <li>Learn to express our sense of identity</li> <li>Understand that our brains can get poorly and can be treated (just like our bodies)</li> <li>Know that mental wellbeing varies and is not constant</li> </ul>	identity, emotions
Fa3) Is there such a thing as a normal family?	<ul style="list-style-type: none"> <li>Understand the diversity of home lives</li> <li>Appreciate that many people have heritage from other countries and may have dual heritage</li> <li>Understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun</li> </ul>	difference, conventional
Fr4) Why are some people unkind?	<ul style="list-style-type: none"> <li>Identify the reasons why some children bully</li> <li>Understand that violence is always wrong, our body belongs to us</li> <li>Develop skills to avoid conflict and reconcile differences</li> </ul>	bullying, cyberbullying, discrimination, insecurities, fear, anger
Os5) Analysing Digital Media [N1]	<ul style="list-style-type: none"> <li>Become more digitally literate by being able to analyse digital content</li> </ul>	analyse, digital, media, literacy, headline, broadsheet, tabloid, links, clickbait, compare
G4) What is Menstruation?	<ul style="list-style-type: none"> <li>Understand the process of menstruation and how to manage it effectively</li> </ul>	menstruation, menstruator, periods, vagina, vulva, ovaries, ovum, hormones, uterus
LTF Module 3, Unit 1 Session 1: The Trinity	<ul style="list-style-type: none"> <li>Children will know that God is Trinity - a community of persons</li> <li>Children will know that the Church is the Body of Christ -</li> </ul>	Holy Trinity, God the Father, God the Son (Jesus), God the Holy Spirit, love, mystery of faith, helper, Good News, the Creed, the Church, God's family, home, school, parish, diocese
LTF Module 3, Unit 1 Session 2: Catholic Social Teaching	<ul style="list-style-type: none"> <li>Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:</li> <li>Just, understanding that the way we live has an impact on others locally, nationally and globally</li> <li>Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation</li> <li>Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</li> </ul>	Catholic Social Teaching, love, relationships, created, equality, justice, dignity, family, community, participation, rights, responsibilities, poor, vulnerable, workers, solidarity, care
LTF Module 3, Unit 2 Session 1: Reaching Out	<ul style="list-style-type: none"> <li>Pupils will learn to apply the principles of Catholic Social Teaching to current issues.</li> <li>Pupils will find ways in which they can spread God's love in their community.</li> </ul>	Catholic Social Teaching, in/justice, dignity, family,

		community, participation, rights, responsibilities, poor, vulnerable, workers, solidarity, care, protect, donate, compassion
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Year 6

Autumn Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
LTF Module 1, Unit 1 Story Sessions: Calming the Storm	<ul style="list-style-type: none"> <li>We were created individually by God who cares for us and wants us to put our faith in Him.</li> <li>Physically becoming an adult is a natural phase of life.</li> <li>Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</li> </ul>	care, love, faith, trust, confidence, power, calm, individual, doubts, troubles, fear, listen, possible, change, puberty, adult
Os6) Bias [N2]	<ul style="list-style-type: none"> <li>Understand that not everything they read is true or without bias</li> <li>Understand that bias can mislead readers, and that there are multiple perspectives to many stories</li> <li>Appreciate that everyone is at least a bit biased, so we have to be careful to balance our views and tolerate disagreement</li> </ul>	bias, mislead, disagreement
Os7) Echo Chambers [N5]	<ul style="list-style-type: none"> <li>Understand how different groups have their own motivations, often based around commercial or ideological reasons</li> <li>Understand how social media tends to limit the number of opposing views that we encounter</li> </ul>	echo chamber, bias, groups, viewpoints, propaganda
Fr5) What are stereotypes?	<ul style="list-style-type: none"> <li>Understand what stereotypes are</li> <li>Critique media and identify stereotypes in the world around them</li> <li>Learn how to challenge stereotypes when they see them</li> </ul>	gender stereotypes, male, female, man, woman, sexism
Fr6) How do I accept my friends for who they are?	<ul style="list-style-type: none"> <li>Accurately use language relating to gender, sexuality and identity</li> <li>Understand that gay, bisexual, transgender and non-binary people may face discrimination</li> <li>Appreciate that we should treat everyone with respect, regardless of their physical appearance</li> </ul>	gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation
Fr7) How do we reduce sexism?	<ul style="list-style-type: none"> <li>Analyse stereotypes around gender</li> <li>Analyse representation of gender in the media</li> <li>Understand the difference between an average and an essential difference</li> <li>Understand what it looks like to be an anti-sexist ally</li> </ul>	sexism, general, essential, stereotype, average, assumption, bias, prejudice, discrimination
C1) What is prejudice?	<ul style="list-style-type: none"> <li>Know that unconscious bias exists</li> <li>Understand why some people discriminate</li> <li>Know the protected characteristics</li> </ul>	race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
C2) What is the history of prejudice?	<ul style="list-style-type: none"> <li>Explore the history of prejudice</li> <li>Understand how that history impacts people who are alive today</li> </ul>	race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
C3) What should I do if I encounter prejudice?	<ul style="list-style-type: none"> <li>Understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying</li> <li>Identify the most common types of prejudice</li> <li>Identify the protected characteristics in the equality act</li> <li>Know what to do if they encounter, experience or witness prejudice</li> </ul>	race, racism, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
LTF Module 1, Unit 2 Session 1: Gifts and Talents	<ul style="list-style-type: none"> <li>Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;</li> </ul>	similarities, differences, gifts, talents, unique, loved, child of

	<ul style="list-style-type: none"> <li>Self-confidence arises from being loved by God (not status, etc).</li> </ul>	God, accept, self-confidence, value, show, off, jealousy, compare, community, faults, weaknesses
LTF Module 1, Unit 2 Session 2: Girls' Bodies	<ul style="list-style-type: none"> <li>That human beings are different to other animals;</li> <li>About the unique growth and development of humans, and the changes that girls will experience during puberty;</li> <li>About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;</li> <li>The need for modesty and appropriate boundaries.</li> </ul>	body, hair, growth spurt, puberty, breasts, buds, nipples, hips, widen, waist, narrows, perspiration, oily, skin, genitals, vagina, uterus, menstruation, development, self-conscious, embarrassed, changing, natural, respect, boundaries, private
LTF Module 1, Unit 2 Session 3: Boys' Bodies	<ul style="list-style-type: none"> <li>That human beings are different in kind to other animals;</li> <li>About the unique growth and development of humans, and the changes that boys will experience during puberty;</li> <li>About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;</li> <li>The need for modesty and appropriate boundaries.</li> </ul>	body, hair, growth spurt, puberty, shoulders widen, perspiration, oily, skin, voice, breaking, genitals, penis, erections, ejaculation, semen, urethra, nocturnal, emissions, wet dreams, hormones, development, self-conscious, natural, respect, boundaries, private
LTF Module 1, Unit 2 Session 4: Spots and Sleep	<ul style="list-style-type: none"> <li>How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</li> </ul>	embarrassed, self-conscious, spots, sleep, exercise, personal hygiene, screen, time, gaming, addictive, protein shake, balanced diet, choice, impact, health, sun, exposure, dental, hygiene

Spring Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
C4) How can I be a great citizen?	<ul style="list-style-type: none"> <li>Understand that we all rely on the people around us</li> <li>Identify the ways that we can help people around us without upsetting them</li> <li>Understand that changes in our behaviour can allow people to be included</li> </ul>	citizen, disabled people, disability, community, society, built, environment
C5) Why is money important?	<ul style="list-style-type: none"> <li>Identify the ways that money affects their lives</li> <li>Understand that not everyone has the same access to money and employment across the world</li> </ul>	poverty, inequality, privilege
HSBC Money Matters lesson (Financial Skills: Guarding Against Fraud)	<ul style="list-style-type: none"> <li>Understand how to recognise fraud and protect yourself, your online identity and your money</li> <li>Understand what a money mule is and the consequences of getting involved</li> </ul>	fraud, online identity, money mule
LTF Module 1, Unit 3 Session 1: Body Image	<ul style="list-style-type: none"> <li>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from</li> </ul>	pressure, peer pressure, body image, media, social media, expectations, teasing, banter,

	peers or media	bullying, thankfulness, gratitude, resist pressure, build resilience
LTF Module 1, Unit 3 Session 2: Funny Feelings	<ul style="list-style-type: none"> <li>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.</li> <li>That some behaviour is wrong, unacceptable, unhealthy or risky.</li> </ul>	in/appropriate, behaviour, actions, feelings, emotions, thoughts, manage, reframe
LTF Module 1, Unit 3 Session 3: Emotional Changes	<ul style="list-style-type: none"> <li>Emotions change as they grow up (including hormonal effects);</li> <li>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;</li> <li>About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.</li> </ul>	in/appropriate, behaviour, actions, feelings, emotions, thoughts, manage, reframe, scared, excited, happy, intense, crush, infatuation, puberty, hormones, mood, swings, HALT (Am I Hungry, Angry, Lonely or Tired?), isolation, loneliness, mental-ill health, Childline
LTF Module 1, Unit 3 Session 4: Seeing Stuff Online	<ul style="list-style-type: none"> <li>The difference between harmful and harmless videos and images;</li> <li>The impact that harmful videos and images can have on young minds;</li> <li>Ways to combat and deal with viewing harmful videos and images</li> </ul>	online, good, bad, pornography, in/appropriate, addictive, emotional brain, thinking brain, harmless, harmful, truth, love, respect, online safety
P4) Why do some people take drugs?	<ul style="list-style-type: none"> <li>Understand that some drugs help us and some do not</li> <li>Understand some of the reasons why people take recreational and addictive drugs</li> <li>Understand the risks of taking drugs, alcohol and tobacco</li> </ul>	drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction
P5) Where should I get my health information?	<ul style="list-style-type: none"> <li>Understand that not all information is accurate, even if it appears to be</li> <li>Identify inaccurate health information</li> <li>Know where to find accurate sources of health information</li> </ul>	verify, misinformation, fake news, genuine, accurate, vaccination, 'anti-vax'
P6) How do I save a life?	<ul style="list-style-type: none"> <li>Identify common hazards</li> <li>Know basic first aid techniques</li> <li>Understand how to react in emergency situations</li> <li>Understand when and how to make an emergency 999 call</li> </ul>	danger, hazard, environment

Summer Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
Os8) Does the internet make us happy? [L1]	<ul style="list-style-type: none"> <li>Appreciate that there is both positive and negative content online</li> <li>Understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives</li> <li>Understand that images and videos that we see online are not always a true reflection of reality</li> </ul>	social media, anxiety, jealous, insecure, vulnerable, analyse
C6) Who belongs in our country?	<ul style="list-style-type: none"> <li>Understand why some people must leave their countries</li> <li>Appreciate why some people choose to come to the U.K.</li> <li>Know that most refugees stay near their country of origin</li> <li>Understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries</li> <li>Appreciate that migrants are often the victims of discrimination and ill-treatment and that very few</li> </ul>	rights, refugees, asylum seekers, migration, immigrant

	people are illegal immigrants (as opposed to legal immigrants and asylum seekers)	
C7) What does it mean to be British?	<ul style="list-style-type: none"> <li>• Discuss what it means to belong to a country</li> <li>• Appreciate that people can have more than one nationality</li> <li>• Understand that our country's culture is made up of all of the different immigrants that have come here over thousands of years</li> </ul>	culture, religion, language
LTF Module 1, Unit 4 Session 1: Making Babies (Part 1)	<ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb.</li> </ul>	pregnant, parents, baby, conception, sperm, egg, Fallopian Tube, womb, uterus, implantation, placenta, umbilical, cord, embryo, foetus, vagina, birth, organ, development, belly button
LTF Module 1, Unit 4 Session 2: Making Babies (Part 2)	<ul style="list-style-type: none"> <li>• Basic scientific facts about sexual intercourse between a man and woman;</li> <li>• The physical, emotional, moral and spiritual implications of sexual intercourse;</li> <li>• The Christian viewpoint that sexual intercourse should be saved for marriage.</li> </ul>	marriage, husband, wife, God, commitment, love, sex, sexual intercourse, parents, vagina, penis, sperm, erection, ejaculation, egg, conception, Fallopian Tube, womb, uterus, Implantation, placenta, umbilical cord, embryo, foetus
LTF Module 1, Unit 4 Session 3: Menstruation	<ul style="list-style-type: none"> <li>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;</li> <li>• Some practical help on how to manage the onset of menstruation.</li> </ul>	period, menstruation, sanitary towel, sanitary products, period hygiene, blood, premenstrual syndrome (PMS), cramps, moodiness, bloating, spots, the menstrual cycle, ovaries, egg, womb lining, tissue, implantation, sperm, vagina, fertilisation, marriage, calling
G1) How will my body change as I get older?	<ul style="list-style-type: none"> <li>• Understand the physical changes that people go through during puberty, particularly ages 9 -11</li> </ul>	puberty, testicles, penis, Adam's apple, erection, ejaculation, vagina, vulva, clitoris, discharge, menstruation, period, wet dream
G2) How will my feelings change as I get older?	<ul style="list-style-type: none"> <li>• Understand the emotional and mental changes that people go through when they reach puberty</li> </ul>	hormones, moods, anxiety, insecurity, self-conscious, risk
G3) How will I stay clean during puberty?	<ul style="list-style-type: none"> <li>• Understand the importance of hygiene during puberty</li> </ul>	hygiene, sweat glands, smegma, genitals, bacteria, essential, luxury, poverty
LTF Module 3, Unit 1 Session 1: The Trinity	<ul style="list-style-type: none"> <li>• Children will know that God is Trinity - a community of persons</li> <li>• Children will know that the Church is the Body of Christ -</li> </ul>	Holy Trinity, God the Father, God the Son (Jesus), God the Holy Spirit, love, mystery of faith, helper, Good News, the Creed,

		the Church, God's family, home, school, parish, diocese
LTF Module 3, Unit 1 Session 2: Catholic Social Teaching	<ul style="list-style-type: none"> <li>• Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:</li> <li>• Just, understanding that the way we live has an impact on others locally, nationally and globally</li> <li>• Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation</li> <li>• Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</li> </ul>	Catholic Social Teaching, love, relationships, created, equality, justice, dignity, family, community, participation, rights, responsibilities, poor, vulnerable, workers, solidarity, care
LTF Module 3, Unit 2 Session 1: Reaching Out	<ul style="list-style-type: none"> <li>• Pupils will learn to apply the principles of Catholic Social Teaching to current issues.</li> <li>• Pupils will find ways in which they can spread God's love in their community.</li> </ul>	Catholic Social Teaching, in/justice, dignity, family, community, participation, rights, responsibilities, poor, vulnerable, workers, solidarity, care, protect, donate, compassion