

## (PHSE, RSE, Catholic Social Teaching) Personal Development Curriculum Map

Our implicit and explicit personal development and character education provision (through RSHE, PSHE and Catholic Social Teaching programme, alongside the wider curriculum) builds in experiences, direct instruction and opportunities to develop the following habits, attitudes and dispositions to be successful citizens of the future.

Progression in RSE	EYFS	Milestone 1 (KS1)	Milestone 2 (Y3 and Y4)	Milestone 3 (Y5 and Y6)
<b>Module 1</b>				
<b>Religious Understanding</b>	Children can express that: <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>	Children can express that: <ul style="list-style-type: none"> <li>• We are created individually by God</li> <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>	Children can explain that: <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</li> <li>• By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)</li> <li>• It is important to make a nightly examination of conscience</li> </ul>	Children can explain that: <ul style="list-style-type: none"> <li>• We were created individually by God who cares for us and wants us to put our faith in Him</li> <li>• Physically becoming an adult is a natural phase of life</li> <li>• Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it!</li> </ul>

<p><b>Me, My Body, My Health</b></p>	<p>Children can express that:</p> <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> <li>• That their bodies are good and made by God</li> <li>• The names of the parts of the body (not genitalia)</li> <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>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That we are unique, with individual gifts, talents and skills</li> <li>• That our bodies are good</li> <li>• The names of the parts of our bodies (naming genitalia will depend on key decision made by individual schools)</li> <li>• That girls and boys have been created by God to be both similar and different and together make up the richness of the human family</li> <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>	<p>Children can explain:</p> <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> <li>• They 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> <p><b>Year 4 onwards</b></p> <ul style="list-style-type: none"> <li>• What the term puberty means</li> <li>• When they can expect puberty to take place</li> <li>• That puberty is part of God's plan for our bodies</li> <li>• Correct naming of genitalia</li> <li>• What changes will happen to boys during puberty</li> <li>• What changes will happen to girls during puberty</li> </ul>	<p>Children can explain:</p> <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> <li>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• That human beings are different to other animals</li> <li>• About the unique growth and development of humans, and the changes that girls and 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> <li>• How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</li> </ul>
<p><b>Emotional Well-being</b></p>	<p>Children can express that:</p> <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> <li>• A language to describe their feelings</li> <li>• An understanding that everyone experiences feelings, both good and bad</li> </ul>	<p>Children can explain:</p> <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>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action</li> <li>• What emotional well-being means;</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</li> </ul>

	<ul style="list-style-type: none"> <li>• Simple strategies for managing feelings</li> <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>	<ul style="list-style-type: none"> <li>• In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</li> <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>	<ul style="list-style-type: none"> <li>• That positive actions help emotional well-being (beauty, art, etc. lift the spirit)</li> <li>• That talking to trusted people helps emotional well-being (eg parents/carer/teacher/ parish priest)</li> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That some behaviour is wrong, unacceptable, unhealthy and risky</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</li> </ul>	<ul style="list-style-type: none"> <li>• A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action</li> <li>• That some behaviour is wrong, unacceptable, unhealthy or risky</li> <li>• That emotions change as they grow up (including hormonal effects)</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> <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>
<b>Life Cycles</b>	<p>Children can express that:</p> <ul style="list-style-type: none"> <li>• That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult</li> </ul>	<p>Children can describe:</p> <ul style="list-style-type: none"> <li>• That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult</li> </ul>	<p>Children can explain:</p> <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> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb</li> <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>

			<ul style="list-style-type: none"> <li>• How conception and life in the womb fits into the cycle of life</li> </ul>	<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>
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## Module 2

<b>Religious Understanding</b>	<p>Children can express that:</p> <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>	<p>Children can describe that:</p> <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>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God 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>• That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness</li> </ul>	<p>Children can describe:</p> <ul style="list-style-type: none"> <li>• That God calls us to love others</li> <li>• Ways in which we can participate in God's call to us</li> </ul>
<b>Personal Relationships</b>	<p>Children are able to describe:</p> <ul style="list-style-type: none"> <li>• 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> <li>• How their behaviour affects other people and that there is appropriate and inappropriate behaviour</li> </ul>	<p>Children are able to describe:</p> <ul style="list-style-type: none"> <li>• '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> <li>• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> </ul>	<p>Children can describe:</p> <ul style="list-style-type: none"> <li>• Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong</li> <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>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That pressure comes in different forms, and what those different forms are</li> <li>• That there are strategies that they can adopt to resist pressure</li> <li>• What consent and bodily autonomy means</li> <li>• Different scenarios in which it is right to say 'no'</li> <li>• How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</li> </ul>

	<ul style="list-style-type: none"> <li>• The characteristics of positive and negative relationships</li> <li>• Different types of teasing and that all bullying is wrong and unacceptable</li> <li>• 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>• When people are being unkind to them and others and how to respond</li> <li>• That we should forgive like Jesus forgives</li> </ul>	<ul style="list-style-type: none"> <li>• The characteristics of positive and negative relationships</li> <li>• Different types of teasing and that all bullying is wrong and unacceptable</li> <li>• When they have been unkind and say sorry</li> <li>• When people are being unkind to them and others and how to respond</li> <li>• When we are unkind to others, we hurt God also and should say sorry to him as well</li> <li>• That we should forgive like Jesus forgives</li> </ul>	<ul style="list-style-type: none"> <li>• Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>• Harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> </ul>	
<p><b>Keeping Safe</b></p>	<p>Children can explain:</p> <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> <li>• That 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> <li>• That medicines should only be taken when a parent or doctor gives them to us</li> <li>• That medicines are not sweets</li> <li>• That we should always try to look after our bodies because</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• Some safe and unsafe situations, including online</li> <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> <li>• 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> <li>• That medicines are drugs, but not all drugs are good for us</li> <li>• That alcohol and tobacco are harmful substances</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• 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> <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> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• 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> <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> <li>• What kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>

	<p>God created them and gifted them to us</p> <ul style="list-style-type: none"> <li>• That there are lots of jobs designed to help us</li> <li>• That paramedics help us in a medical emergency</li> <li>• That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> </ul>	<ul style="list-style-type: none"> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade</li> <li>• That 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>	<ul style="list-style-type: none"> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <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> <li>• That medicines are drugs, but not all drugs are good for us</li> <li>• That alcohol and tobacco are harmful substances</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• That in an emergency, it is important to remain calm</li> <li>• That quick reactions in an emergency can save a life</li> <li>• How to help in an emergency using their First Aid knowledge</li> </ul>	<ul style="list-style-type: none"> <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> <li>• The effect that a range of substances including drugs, tobacco and alcohol can have on the body</li> <li>• How to make good choices about substances that will have a positive impact on their health</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• How they may come under pressure when it comes to drugs, alcohol and tobacco</li> <li>• That they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</li> <li>• That the recovery position can be used when a person is unconscious but breathing</li> <li>• That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</li> </ul>
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### Module 3

<p><b>Religious Understanding</b></p>	<p>Children can express:</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>Children can explain</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>Children can describe that:</p> <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 can reflect</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</li> </ul>
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	<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>• That no matter how small our offerings, they are valuable to God and He can use them for His glory</li> </ul>	<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>• 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>the Holy Trinity in charity and generosity</p> <ul style="list-style-type: none"> <li>• The Church family comprises home, school and parish (which is part of the diocese)</li> </ul>	<ul style="list-style-type: none"> <li>• That the Holy Spirit works through us to bring God's love and goodness to others</li> <li>• The principles of Catholic Social Teaching</li> <li>• That God formed them out of love, to know and share His love with others</li> </ul>
<p><b>Living in the Wider World</b></p>	<p>Children can express:</p> <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> <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>	<p>Children can explain:</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>• What harms and what improves the world in which we live in simple terms</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God wants His Church to love and care for others</li> <li>• Practical ways of loving and caring for others</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• How to apply the principles of Catholic Social Teaching to current issues</li> <li>• Ways in which they can spread God's love in their community</li> </ul>

## Progression in Catholic Social Teaching – Caritas

	EYFS	Y1 and Y2	Y3 and Y4	Y5 and Y6
<b>The Dignity of the Human Person ADVENT 1</b>	I know that God made me and loves me very much I know that God made me and all my friends very beautiful	Y1 I know that God loves us equally as His children. I know that we are all different and amazing.  Y2 I know that we love and look after each other because we are all brothers and sisters. I know that loving each other makes us strong.	First cycle I know that we are all equal in God's eyes and loved.  Second cycle I know that I have been given a special gift for the world.	First cycle I know that each person is unique and irreplaceable – everyone matters.  Second cycle I know that people matter more than possessions.
<b>Family and Community</b>	I can identify my school family. I know that we love and look after each other because we are all brothers and sisters in God's family.	Y1 I know that we are all part of a community. I know that we look after and care for each other.  Y2 I know that I belong to my family and my community. I know that my community needs me.	First cycle I know what makes community.  Second cycle I know how we can build community up. I know how to build the kingdom of God up.	Covered in Y3/4
<b>Solidarity and the Common Good</b>	I know that we are all friends. I know that we play together in love and peace.	Y1 I know that we are brothers and sisters – one family, one world.  I know that we learn together.  Y2 I know that we build together a community of peace.	Covered in Y5	Y5 only during both cycles. I listen to others with my ears, eyes, heart and mind. I know that we walk together as people of peace. I can describe how we face challenges together.
<b>Rights and Responsibilities</b>	I know that God wants everyone to be happy.	Y1 I can help others to make the right choices.	First cycle I can name some barriers to happiness.	Covered in Y3/4



	I know that God gives us all we need to be happy.	I can explore what makes us happy.  Y2 I can find happiness with others.	I know that we can find happiness with each other.  Second cycle I can help others to make the right choices. I can explain fair shares for all.	
<b>Option for the Poor and Vulnerable</b>	I know that God's gifts are for everyone. I share toys and food with friends so that everyone has enough.	Y1 I know that some of God's family have plenty of toys, food, clothes. Some don't.  I can explore the feelings of those who have plenty and those who have little.  Y2 I can work together to make our family happy. I can begin to explore fairness and justice.  I can identify who needs our helps and suggest ways of helping.	Covered in Y5/6	First cycle I know that some parts of our area are richer or poorer than others. I can describe the needs of a poor area compared to those of a rich area.  Second cycle I see brothers and sisters, not strangers in need. I know how to raise awareness locally and nationally. I can be Christ's voice in our area for those who need us the most.
<b>The Dignity of Work</b>		Y1 I know that everybody's work is valuable and important for the community.  I can describe how we work together to build up our school family.  Y2 I can begin to find my special job - my gift to the world.  I know the importance of working hard to be the best you can be, for others.	First cycle I can explain how work builds us up. I can describe the many sides of working together to build up a community.  Second cycle I can recognise and help others to find their gift and share it.  I can enable other to aim high.	Covered in Y3/4
<b>Stewardship</b>		Y1	Covered in Y5	Year 5 only

		<p>I know that we can learn from God's creation and that we depend on each other.</p> <p>Y2 I know how to make good choices and be responsible.</p>		<p>I know that all things are connected. I believe in 'enough for everyone's need but not everybody's greed'. I know that we are stewards of God's world. I can describe how we see God in creation.</p>
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## Curriculum Sequencing within RHSE, PSHE and Catholic Social Teaching

### Advent 1

#### Race/Harmful Sexual Behaviour Focus

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities
<b>EYFS</b>	Session 2 New people, new places – watch the Classroom Short entitled 'What was it like?' and 'My Classroom'	Unit 1: Story Sessions: Handmade with love	Caritas – The Dignity of the Human Person – God made me and loves me very much	Unit 1: Session 1 I am me	Session 2 New people, new places – watch the Classroom Short entitled 'God never changes'	Caritas – The Dignity of the Human Person – God made me and my friends very beautiful  (Ensure difference is discussed and celebrated)	
<b>Year 1</b>	Module 1 Unit 2: I am unique	Focus on racial equality 'My world, your world' story book by Michelle Walsh	Caritas – The Dignity of the Human Person – God loves us equally as his children	Module 2 Unit 2 Session 3 'And say sorry'	Focus on racial equality 'My friend Jamal' story book by Anna McQuinn	Caritas – The Dignity of the Human Person – We are all different and amazing	

						(Ensure difference is discussed and celebrated)	
Year 2	<p>Module 1 Unit 2: I am unique</p> <p>Extended activities</p>	<p>We love and look after each other because we are brothers and sisters – Catholic social teaching</p>	<p>Module 2 Unit 2 Session 3 ‘And say sorry’</p> <p>Extended activities</p>	<p>Equaliteach Reject Racism ‘ Universal Values’</p> <p>Intro the British value of Mutual respect and tolerance of those with different faiths and beliefs</p> <p>Hats of faith continued</p>	<p>Read ‘The Romanian Builder’ by Peter Prendergast</p> <p>Joe had so many questions for the new builder: Which tool was the most important? What if you were afraid of heights? How do you put scaffolding together? He is really disappointed when he finds out that Radu doesn’t speak any English. Now he will never find out about building – or will he?</p>	<p>Caritas – The Dignity of the Human Person – Loving each other makes us strong.</p>	
Year 3	<p>Read ‘My world, your world’ and complete a short activity about celebrating difference.</p> <p>(Equaliteach)</p>	<p>Module 1 Unit 2 Session 1 We don’t have to be the same</p>	<p>Caritas – The Dignity of the Human Person – We are all equal in God’s eyes and loved.</p>	<p>Y3: Respecting our bodies</p>	<p>Module 1 Unit 1 Story sessions ‘Get up’</p>	<p>Module 1 Unit 1 Session 2 The Sacraments</p>	

Year 4	Caritas – Dignity of the human person – I have been given a special gift for the world.	Read ‘Nadia’s hands’ by Karen English (book about Asian culture)	Read ‘My Friend, Jamal’ and discuss and celebrate the differences  Equaliteach	Read, ‘My dad, my hero’ by Stella Gurney’ EAL/Race focused text	Module 1 Unit 2 Session 3 What is puberty?	Module 1 Unit 2 Session 4 Changing bodies	
Year 5	Ahmed’s story – p82-3 of Equaliteach  Ask the young people to work in groups on their table. Hand out copies of the story cards. Ask the young people to read through the story cards and put them in order. Go through the order of their stories with them, stopping after some of the cards to facilitate a discussion about what they think will happen next or what	Ahmed’s story – p82-3 of Equaliteach  Ask the young people to work in groups on their table. Hand out copies of the story cards. Ask the young people to read through the story cards and put them in order. Go through the order of their stories with them, stopping after some of the cards to facilitate a discussion about what they think will happen next or what Ahmed could do about his treatment:  Protected characteristics: Race	Caritas – The Dignity of the Human Person – Each person is unique and irreplaceable – everyone matters	Module 2 Unit 4 Session 1 Types of Abuse – Part 1 Non FGM version (Version 1)	Module 2 Unit 4 Session 1 Types of Abuse – Part 2  Non FGM version (Version 2)	Module 2 Unit 4 Session 1 Types of Abuse – Classroom shorts  ‘Against the law’ – FBV link (Rule of law)  ‘Marriage can’t be forced’ FBV link (Rule of law)	

	Ahmed could do about his treatment:						
	Protected characteristics: Race						
Year 6	My Dad, the Hero  Story on equalities focussing on EAL/Race	Module 1 Story session Calming the storm	Caritas – The Dignity of the Human Person – People matter more than possessions.	Module 1 Unit 2 Session 4 Spots and Sleep Part 1	Module 1 Unit 2 Session 4 Spots and Sleep Part 2	Module 1 Unit 2 Session 4 Spots and Sleep Part 3	

## Advent 2

### Anti-Bullying Focus / Continued Harmful Sexual Behaviour Focus / Equalities: Disability

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities
EYFS	Module 1 Unit 2: Session 2 Heads, Shoulders, Knees and Toes	Caritas – Solidarity and the common good – We are friends	Caritas – Solidarity and the common good – We play together in love and peace	Module 1 Unit 2: Session 3 Ready, Teddy? Part 1	Module 1 Unit 2: Session 3 Ready, Teddy? Part 1 Extended activities	Read ‘ Our skin – a first conversation about race’ by Megan Maddison	
Year 1	Unit 1: Session 2 Girls and boys	Module 3 Unit 1 Session 2 Who is my neighbour	Caritas – Solidarity and the common good – We are brothers and	Unit 4: Session 1 The Cycle of Life	Caritas – Solidarity and the common good  We learn together	Freddie and the Fairy	

			sisters – one family and one world  Equalities: Race			Equalities: Disability (Hearing)	
<b>Year 2</b>	Module 1 Unit 3 Session 1 Feelings, likes and dislikes	Module 1 Unit 3: Session 2 Feelings Inside Out	Caritas – Solidarity and the common good – We build together a community of peace	Unit 3: Session 3 Super Susie Gets Angry	‘Happy butterfly’ by Pippa Goodheart  Focus discussion on physical disability (wheelchair user)	Caritas – Solidarity and the common good  We celebrate together	
<b>Year 3</b>	Module 1, Unit 3, Session 1: What am I feeling?	Module 2 Unit 2 Session 2 When things feel bad	Caritas – Rights and responsibilities– Barriers to happiness	Year 3: I am thankful _____ Y4: Lifecycles	Freddie and the High Flying Kick book to be read - Meet Freddie, a young boy who loves to play football, has a brother called Frankie and a frame to help him walk. At school Freddie is often excluded from games at break time; the other children don’t know how to include him and this makes him sad. Luckily Frankie and the Supersiblings Gang visit the school to show the children what to do and the importance of inclusion.	Caritas – Rights and responsibilities– Finding happiness with each other	

					Equalities: Disability (Physical)		
Year 4	Read 'The abilities in me - ADHD' Gemma Keir	Read 'The abilities in me - Autism' Gemma Keir	Caritas – Rights and responsibilities– Helping each other make the right choices	Module 1, Unit 4 Session 1 Life cycles	Different – A great thing to be!  Book to read and discuss  Equalities: Disability (Down's syndrome)	Caritas – Rights and responsibilities– Fair shares for all	
Year 5	Module 2 Unit 3 Session 1 Sharing isn't always caring – Part 1	Module 2 Unit 3 Session 1 Sharing isn't always caring – Part 2	The Superhero Brain – Explaining autism to empower kids  Book to read and discuss  Equaliteach: Disability – ASD – Sensory needs	Module 1 Unit 2 Session 1 Gifts and talents	Caritas – Option for the poor and vulnerable – Why are some parts of our area richer or poorer than others?	Caritas – Option for the poor and vulnerable – What are the needs of those in a poor area compared with those in a rich area?	
Year 6	Module 2 Unit 3 Session 2 Cyber Bullying	Module 2 Unit 3 Session 2 Cyber Bullying Classroom shorts 'Content consumers'	Caritas – Option for the poor and vulnerable – Helping each other to see brothers and sisters, not strangers, in need. Raising awareness locally and nationally.	Module 1 Unit 3 Session 4 Seeing Stuff online – Part 1	Module 1 Unit 3 Session 4 Seeing Stuff online – Part 1	He's not naughty – Deborah Brownson  Book to read and discuss  Equalities: Disability - ASD	

## Lent 1

### Focus on British Values and Gender Equality

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities
<b>EYFS</b>	Unit 3: Session 1 - I like, you like, we all like!	Unit 3: Session 1 - I like, you like, we all like! Extended activities	Caritas – Option for the poor and vulnerable – God’s gifts are for everyone	Module 1 Unit 3: Session 2 – All the feelings	Module 1 Unit 3: Session 2 – All the feelings – Extended activities	Caritas – Option for the poor and vulnerable – Learning to share our toys and food with our friends so that everybody has enough	
<b>Year 1</b>	Unit 1: Session 1 God loves you	‘I could be, you could be’ – by Karen Owen and Barroux – Focus on gender equality and careers	Caritas – Option for the poor and vulnerable – Some of God’s family have plenty of food, toys and clothes. Some don’t.	Unit 2: Session 1 Special People	‘Pass it Polly’ – by Sarah Garland – Gender equality focus Link to FBV – Mutual respect and tolerance	Caritas – Option for the poor and vulnerable – Exploring the feelings of those who have plenty and those who have little.	
<b>Year 2</b>	Unit 2: Session 2 Treat others well	Read ‘The Worst Princess’ and talk about gender stereotypes - Link to FBV – Mutual respect and tolerance	Caritas – Option for the poor and vulnerable – Working together to make our family happy. Exploring justice and fairness.	Read and discuss ‘Dogs don’t do ballet’ in relationship to gender expectations – please see p61	Read ‘Kave Tina Rox’ and talk about gender stereotypes - Link to FBV – Mutual respect and tolerance	Caritas – Option for the poor and vulnerable – Who needs our help? How can we help?	



<https://equalityteach.co.uk/downloads/>

EqualityTeach-Outside-The-Box.pdf

After reading and discussing the book, solicit unfair ideas and expectations that the class are aware of about boys and girls, such as 'girls can't play football', 'boys can't wear pink' etc.

Agree that these ideas are false, unfair and can hurt people's feelings. Invite the young people to draw their own story book inspired by Biff's story, using the unfair ideas on the board as book titles

				Equality: Gender			
Year 3	Module 2 Unit 1 Story sessions Y3: Jesus my friend	P63 of <a href="https://equalteach.co.uk/downloads/">https://equalteach.co.uk/downloads/</a> Use Catholic Social Teaching to challenge ideas younger pupils may have about what boys, girls, men and women 'can't' or 'should' do....Tell the class that they will now have a chance to learn about a real-life weightlifter. Introduce the role model (in the case of the weightlifter, Amna Al Haddad) using the accompanying videos (see below). Facilitate a discussion about young peoples' responses to the real-life role model.	P64 of Equalteach  Space invaders activity linked to gender stereotypes  Equality: Gender	Continuation of P64 of Equalteach  Space invaders activity linked to gender stereotypes  Equality: Gender	Caritas Option for the Poor 'Why are some parts of our area richer or poorer than others?'  Part 1	Caritas Option for the Poor 'Why are some parts of our area richer or poorer than others?' Part 2	

		Equality: Gender					
Year 4	<p>Module 1 Unit 3 Session 2</p> <p>What am I looking at</p> <p>(Gender equality lesson)</p>	<p>P66 'The World Around Us' from Equaliteach</p> <p>Equality: Gender Equality</p>	<p>Read and discuss gender stereotypes</p> <p>Equality: Gender Equality</p>	<p>Read 'Pass it Polly'</p> <p>Read and discuss gender stereotypes</p> <p>Equality: Gender Equality</p>	<p>Creating posters to showcase how you can be whatever you want to be linked to the gender equality theme</p>	<p>Caritas – Option for the poor – What are the needs of those in a poor area compared to those in a rich area</p>	
Year 5	<p>Module 3 Unit 2 Session 1 Reaching out – part 1</p>	<p>Module 3 Unit 2 Session 1 Reaching out – part 2</p>	<p>Caritas – Option for the poor – Helping each other to see brothers and sisters not strangers in need, raising</p>	<p>Module 1 Unit 3 Session 1 Body image – part 1</p>	<p>Module 1 Unit 3 Session 1 Body image – part 2</p>	<p>Module 3 Unit 1 Session 1 The Holy Trinity</p>	

			awareness locally and nationally				
Year 6	Module 2 Unit 2 Session 1 Under pressure part 1	Module 2 Unit 2 Session 1 Under pressure part 2	Module 2 Unit 2 Session 2 Do you want a piece of cake	Caritas – Option for the poor – Being Christ’s voice in our area for those who need us most	British Values (A World Without Judgement)	British Values (A World Without Judgement)	

Lent 2 Revisit of Harmful Sexual behaviour / British Values (Mutual respect) / Equality (Celebrating other faiths)							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities
EYFS	Unit 3: Session 3 – Let’s get real	Session 2: New People, new places Classroom short ‘You are with me’	Caritas – Rights and responsibilities – God wants everyone to be happy.	Unit 3: Session 4 – Growing up	NSPCC Pants rule materials <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a>	Caritas – Rights and responsibilities – God gives us all we need to be happy.	
Year 1	My own special way – book to read focussed on Hijab wearing	Caritas – Rights and responsibilities – Helping each other to make	Caritas – Rights and responsibilities – Happiness is? Exploring what makes us happy.	Unit 3: Session 2 Good Secrets and Bad Secrets	NSPCC Pants rule materials <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a>	Caritas – Rights and responsibilities – Finding happiness with each other	

	By Mithaa alKhayyat and Vivian French	the right choices					
Year 2	Unit 3: Session 3 Physical Contact	Read, 'The Guru and the King' by Bali Rai  Focus on people of other faiths	Unit 3 Session 4 Harmful substances – Part 1	Unit 3 Session 4 Harmful substances – Part 2	NSPCC Pants rule materials <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a>	Caritas – Rights and responsibilities – Fair shares for all	
Year 3	Module 2 – Unit 3 – Session 1– Family, friends and others	Module 2 – Unit 3 – Session 1 – Sharing online	'Ramadan Moon' – Read and discuss a special holiday from another faith  Equality: Other faiths	Caritas Solidarity and common good – I listen to you with my ears, heart and mind	Module 2 – Unit 4 – Session 1 Safe in my body	Module 2 – Unit 4 – Session 1 Safe in my body Classroom shorts – Railways and Water	
Year 4	Module 2 – Unit 3 – Session 2 – Chatting online	Module 2 – Unit 3 – Session 2 – Chatting online, classroom shorts	Read 'The proudest blue' – A story of Hijab and Family  Story from another faith - Islam  Equality: Other faiths	Caritas Solidarity and common good – We walk together as people of peace	Module 2 – Unit 4 – Session 1 Safe in my body	Module 2 – Unit 4 – Session 1 Safe in my body Classroom shorts – Roads, Digital	
Year 5	Module 2 Unit 1 Session 1 Is God calling you?	Caritas – Solidarity and the common good – We	Module 2 Unit 2 Session 3 Self talk part 1	Module 2 Unit 2 Session 3 Self talk part 2	Module 2 Unit 2 Session 4 Build others up – part 1	Module 2 Unit 2 Session 4 Build others up – part 2	

		face challenges together					
<b>Year 6</b>	Module 1 Unit 3 Session 2 Peculiar Feelings part 1	Module 1 Unit 3 Session 2 Peculiar Feelings part 2	Module 2 Unit 2 Session 4 Build others up – Classroom shorts  'Recognise' 'Respond'	Module 2 Unit 2 Session 4 Build others up – Classroom shorts  'Attraction'	Module 2 Unit 2 Session 4 Build others up – Classroom shorts  'Stereotypes' 'Differences'	Caritas – Solidarity and the common good – Building our mission team	

<b>Pentecost 1</b>							
<b>Focus on Healthy lifestyles / Rule of Law / Individual Liberty / Equality in relation to sexuality, disability and race</b>							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Personal Development Opportunities
<b>EYFS</b>	Module 2 Unit 1: Session 1 – Role Model	Caritas – Family and Community – My family at home	Caritas – Family and Community – My school family	Module 2 Unit 2: Session 1 – Who's who? Part 1	Module 2 Unit 2: Session 1 – Who's who? Part 2	Caritas – Family and Community – We are all different and we love and care for each other	
<b>Year 1</b>	Unit 1: Session 1 Three in One	Read 'What happened to you?' by James Catchpole Focus on disability	Caritas – Family and Community – We are all	Unit 1: The communities we live in	Read 'The Same but different' – share the picture book and discuss difference	Caritas – Family and Community – We look after and care for each other	

			part of a community				
Year 2	Module 1 Unit 4 Change is all around	Module 1 Unit 4 Change is all around – Extended activities	Caritas – Family and Community – I belong to my family and my community	Caritas – Family and Community – My community needs me	Read, 'In every house, on every street' by Jess Hitchman – Discuss different families and cultures	<p>Spend some time drawing what they think a family looks like – show different versions of these – did anyone draw... step family? 2 mums? 2 dad? Grandparents looking after /Aunties/Uncles/Sisters looking after / Foster families/ Single parents</p> <p>The read 'Love makes a family'</p> <p>Are these still families? YES</p> <p>So what is a family? Create a class definition</p> <p>Equality – Sexuality</p> <p>All created and loved by God is the key message!</p>	
Year 3	Module 3 Unit 1, Session 1 A community of love	Module 3 Unit 1, Session 2 What is Church?	Caritas – Family and Community – What makes community?	The Big Book of Families  Read and discuss how different families and family lives can be	Module 3 Unit 2 Session 1 How do I love others?	Module 1, Unit 4, Session 2 A time for everything	

				Equalities: Sexuality/Race/ Religion/Disability			
<b>Year 4</b>	First aid heroes	Read, 'When stars are scattered' – Refugee plight focus	Caritas – Family and Community – Building up community	Caritas – Family and Community – Building up the kingdom of God	Module 1 Unit 4 Session 3 Big Changes, Little Changes	Module 1 Unit 4 Session 3 Big Changes, Little Changes Classroom shorts 'First day' and 'Be present'	
<b>Year 5</b>	Module 3 Unit 1 Session 2 Catholic social teaching – part 1	Module 3 Unit 1 Session 2 Catholic social teaching – part 2	Module 2 Unit 4 Session 2 Impacted lifestyles	Module 2 Unit 4 Session 2 Impacted lifestyles Classroom shorts	Module 2 Unit 4 Session 3 Making good choices part 1	Module 2 Unit 4 Session 3 Making good choices part 2	
<b>Year 6</b>	Module 1 Unit 2 Session 2 Girls' bodies part 1	Module 1 Unit 2 Session 2 Girls' bodies part 2	Module 1 Unit 2 Session 3 Boys' bodies part 1	Module 1 Unit 2 Session 3 Boys' bodies part 2	Module 1 Unit 3 Session 3 Emotional changes part 1	Module 1 Unit 3 Session 3 Emotional changes part 1	

## Pentecost 2

### Focus: Staying safe (Individual liberty) and Healthy lifestyles

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Personal Development Opportunities</b>
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<b>EYFS</b>	Module 2, Unit 3: Session 4 – People who help us	<u>10/10</u> Module 2 Unit 3 Session 1: Safe inside and out  Session 2 – My Body, My rules  Session 3 Feeling Poorly	10/10 Module 3, Unit 1: Session 1 – God is love	10/10 Module 3, Unit 1: Session 2 – Loving God and loving others	Session 2: New People, New Places	10/10 Module 3, Unit 2: Session 1 – Me, You, Us	
<b>Year 1</b>	<b>Caritas – The dignity of work – Everybody’s work is valuable and important for the community.</b>	10/10 Module 1 Unit 2 Session 3 Clean and Healthy (My body)	<u>10/10</u> KS1: Module 2, Unit 3, Session 5 – Can you help me? (Emergency services) Part 1	<u>10/10</u> KS1: Module 2, Unit 3, Session 5 – Can you help me? (Emergency services) Part 2	<b>Caritas – The dignity of work – Working together to build up our school family.</b>	<b>Caritas – Stewardship – Learning from God’s creation (interdependence)</b>	
<b>Year 2</b>	<b>Caritas – The dignity of work – Finding my special job, my gift to the world</b>	<u>1 Decision</u> Healthy eating (Keeping/Staying Healthy)  Brushing Teeth (Keeping/Staying Healthy)  Tying Shoelaces (Keeping/Staying Safe)	10/10 Who will I be Module 3 Unit 2 Session 2	<b>Caritas – The dignity of work – Working hard to be the best you can be, for others.</b>	10/10 Who will I be Module 3 Unit 2 Session 2  Extended activities and classroom shorts	10/10 Module 3 Unit 2 Session 3 – Needs and wants	
<b>Year 3</b>	<b>Caritas – The dignity of work –</b>	<u>10/10</u> Module 2, Unit 4 Session 2	<u>10/10</u> Module 2, Unit 4 Session 2	<b>Caritas – The dignity of work – The many</b>	<b>Caritas – The dignity of work – The many sides of</b>	Module 2 Unit 4 Session 4	

	Exploring our understanding of work. How does work build us up?	Drugs, Alcohol and Tobacco Part 1	Drugs, Alcohol and Tobacco Part 2	sides of working together to build up a community.	working together to build up a community.	Rights and responsibilities	
Year 4	Caritas – The dignity of work – Recognising and helping others to find their gift and to share it.	Module 3 Unit 2 Session 2 – Working together	Module 3 Unit 2 Session 2 – Working together classroom shorts ‘We are called’ and ‘Same job different pay’ (Gender pay gap)	10/10 How do I love others?		Caritas – The dignity of work – Enabling each others to aim high	
Year 5	Module 3 Unit 2 Session 2 The World of work part 1	Module 3 Unit 2 Session 2 The World of work part 2	Module 3 Unit 2 Session 2 The World of work classroom short ‘Always learning’ ‘Beyond School’	Module 3 Unit 2 Session 2 Money and me – Part 1	Module 3 Unit 2 Session 2 Money and me – Part 2	Module 3 Unit 2 Session 2 Money and me – Classroom shorts ‘Tax’ ‘Gaming, gambling and more’	
Year 6	Module 1 Unit 4 Session 1 Making babies part 1	Module 1 Unit 4 Session 1 Making babies part 2	Module 1 Unit 4 Session 3 Menstruation	Module 2 Unit 4 Session 4 Giving Assistance	Module 1 Unit 4 Session 5 Coping with change – Part 1	Module 1 Unit 4 Session 5 Coping with change – Part 2 – plus Classroom shorts ‘Secondary school’	