



Year group	Me My body, My Health	Emotional wellbeing	Life cycles	Personal Relationships	Keeping safe	Living in the Wider World
EYFS	Children can express that:	Children can express that:	Children can express that:	Children are able to describe:	Children can explain:	Children can express
	They are unique They have similarities and differences That their bodies are good and made by God The names of the parts of the body (not genitalia) That we need to look after our body What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene	We all have different 'tastes' (likes and dislikes), but also similar needs. That it is natural for us to relate to and trust one another Describe their feelings An understanding that everyone experiences feelings, both good and bad. Simple strategies for managing feelings Simple strategies for managing emotions and	That there are natural life stages from birth to death, and what these are typically naming baby, child, adult	Special people and what make them special The importance of the nuclear family and of the wider family The importance of being close to and trusting 'special people' How their behaviour affects other people and that there is appropriate and inappropriate behaviour The characteristics of positive and negative	About safe and unsafe situations indoors and outdoors, including online and road safety. That they can ask for help from their special people That they are entitled to bodily privacy That they can and should be open with 'special people' they trust if anything troubles them	That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in (charity work,
	personal hygiene	behaviour		relationships	That there are different people we	recycling, etc)





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		That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus		Different types of teasing and that all bullying is wrong and unacceptable When they have been unkind to others and say sorry That when we are unkind, we hurt God and should say sorry When people are being unkind to them and others and how to respond That we should forgive like Jesus forgive	can trust for help, especially those closest to us who care for us, including our teachers and our parish priest That medicines should only be taken when a parent or doctor gives them to us That medicines are not sweets That we should always try to look after our bodies because God created them and gifted them to us That there are lots of jobs designed to help us	About what harms and what improves the world in which they live About what rules are, why they are needed, and why different rules are needed for different situations How people and other living things have different needs; about the responsibilities of caring for them About the different roles and responsibilities people have in their community





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					That paramedics help us in a medical emergency That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance	
Year 1	Children can explain:	Children can explain:	Children can describe:	Children are able to describe	Children can explain:	Children can explain:
	That we are unique, with individual gifts, talents and skills That our bodies are good	That it is natural for us to relate to and trust one another That we all have different 'tastes' (likes	That there are natural life stages from birth to death, and what these are typically naming baby, child,	'Special people' (their parents, carers, friends, parish priest) and what makes them special. The importance of	Some safe and unsafe situations, including online and road safety. The difference	That they belong to various communities such as home, school, parish, the wider local community, nation and global community
	The names of the parts of our bodies	and dislikes), but also similar needs (to be loved and respected, to be safe etc)	teenager, adult, old age adult	nuclear and wider family. The importance of being close to and	between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if	That they should help at home with practical tasks such as keeping





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	That girls and boys have been created by God to be both similar	A language to describe our feelings		trusting special people and telling them if something is troubling	anything troubles them	their room tidy, helping in the kitchen etc.
	and different and together make up the	In a simple way that feelings and actions are		them	How to resist pressure when feeling unsafe	That we have a duty of care for others and for
	richness of the human family	two different things, and that our good actions can 'form' our feelings and		How their behaviour affects other people, and that there is	That they are entitled to bodily privacy That	the world we live in (charity work, recycling etc.)
	Our bodies are good and we need to look	our character		appropriate and inappropriate behaviour	there are different people we can trust	What harms and what improves the world in
	after them	Simple strategies for managing feelings and for		The characteristics of	for help, especially those closest to us	which we live in simple terms
	What constitutes a healthy lifestyle,	good behaviour That choices have		positive and negative relationships	who care for us, including our parents	What money is; forms
	including physical activity, dental health and healthy eating	consequences; that when we make mistakes we are called to receive		Different types of teasing and that all bullying is wrong and	or carers, teachers and our parish priest	that money comes in; and that money comes from different sources
	The importance of sleep, rest and	forgiveness and to forgive others when they do		unacceptable When they have been	That medicines are drugs, but not all drugs are good for us	That people make different choices about
	recreation for our health;	That Jesus died on the cross so that we would be		unkind and say sorry.	That alcohol and	how to save and spend money
	nearth,	forgiven		When people are being unkind to them and	tobacco are harmful substances	money





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	How to maintain personal hygiene			others and how to respond When we are unkind to others, we hurt God also and should say sorry to him as well. That we should forgive like Jesus forgives	That our bodies are created by God, so we should take care of them and be careful about what we consume That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999 Some basic principles of First Aid	About what rules are, why they are needed, and why different rules are needed for different situations How people and other living things have different needs; about the responsibilities of caring for them About the different roles and responsibilities people have in their community





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Year 2	Children can explain:	Children can explain:	Children can describe:	Children are able to describe	Children can explain:	Children can explain:
					Some safe and unsafe	That they belong to
	That we are unique,	That it is natural for us to	That there are	'Special people' (their	situations, including	various communities
	with individual gifts,	relate to and trust one	natural life stages	parents, carers, friends,	online and road	such as home, school,
	talents and skills	another	from birth to death,	parish priest) and what	safety.	parish, the wider local
	That are hadian are	That we all have	and what these are -	makes them special.	The difference	community, nation and
	That our bodies are	different 'tastes' (likes	typically naming	The importance of	between 'good' and	global community
	good	and dislikes), but also	baby, child, teenager, adult, old	nuclear and wider	'bad' secrets and that	That they should help at
	The names of the	similar needs (to be loved	age adult	family.	they can and should	home with practical
	parts of our bodies	and respected, to be safe	age addit	Tanniy.	be open with 'special	tasks such as keeping
	parts or our boares	etc)		The importance of	people' they trust if	their room tidy, helping
	That girls and boys			being close to and	anything troubles	in the kitchen etc.
	have been created by	A language to describe		trusting special people	them	
	God to be both similar	our feelings		and telling them if		That we have a duty of
	and different and			something is troubling	How to resist pressure	care for others and for
	together make up the	In a simple way that		them	when feeling unsafe	the world we live in
	richness of the human	feelings and actions are				(charity work, recycling
	family	two different things, and		How their behaviour	That they are entitled	etc.)
		that our good actions can		affects other people,	to bodily privacy.	What harms and what
	Our bodies are good	'form' our feelings and		and that there is		improves the world in
	and we need to look	our character		appropriate and	That there are	which we live in simple
	after them			inappropriate behaviour	different people we	terms





Year Me My body, My Emotional wells group Health	eing Life cycles	Personal Relationships	Keeping safe	Living in the Wider World
What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating The importance of sleep, rest and recreation for our health; How to maintain personal hygiene Simple strategies for managing feelings good behaviour That choices have consequences; that we make mistakes called to receive forgiveness and to others when they consequences. The importance of sleep, rest and recreation for our health; That Jesus died on cross so that we we forgiven	when we are forgive o	The characteristics of positive and negative relationships Different types of teasing and that all bullying is wrong and unacceptable When they have been unkind and say sorry. When people are being unkind to them and others and how to respond When we are unkind to others, we hurt God also and should say sorry to him as well. That we should forgive like Jesus forgives	can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest That medicines are drugs, but not all drugs are good for us That alcohol and tobacco are harmful substances That our bodies are created by God, so we should take care of them and be careful about what we consume	About the difference between needs and wants; that sometimes people may not always be able to have the things they want That money needs to be looked after; different ways of doing this About what rules are, why they are needed, and why different rules are needed for different situations How people and other living things have different needs; about the responsibilities of caring for them





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					That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999 Some basic principles of First Aid	About the different roles and responsibilities people have in their community About the role of the internet in everyday life That not all information seen online is true
Year 3	Children can explain: Similarities and differences between people arise as they grow and make choices, and that by	Children can explain: That emotions change as they grow up (including hormonal effects) A deeper understanding	Children can explain : That they were handmade by God with the help of their parents	Children can describe: Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong	Children can explain : That their increasing independence brings increased responsibility to keep themselves and others	Children can explain: That God wants His Church to love and care for others Practical ways of loving
	living and working	of the range and intensity				and caring for others





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	together ('teamwork') we create community Self-confidence arises from being loved by God (not status, etc)	of their feelings; that 'feelings' alone are not good guides for action What emotional well- being means; That positive actions help emotional well-being (beauty, art, etc. lift the spirit) That talking to trusted people helps emotional well-being (e.g. parents/carer/teacher/ parish priest) That images in the media do not always reflect reality and can affect how people feel about themselves	How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception How conception and life in the womb fits into the cycle of life	That there are different types of relationships including those between acquaintances, friends, relatives and family That good friendship is when both persons enjoy each other's company and also want what is truly best for the other The difference between a group of friends and a 'clique' Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying	safe including road safety. How to use technology safely 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 How to report and get help if they encounter inappropriate materials or messages That bad language and bad behaviour are inappropriate To judge well what kind of physical	About the different ways to pay for things and the choices people have about this To recognise that people, have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities





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		That some behaviour is wrong, unacceptable, unhealthy and risky That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media		Harassment and exploitation in relationships, including physical and emotional abuse and how to respond	contact is acceptable or unacceptable and how to respond 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 That medicines are drugs, but not all drugs are good for us That alcohol and tobacco are harmful substances That our bodies are created by God, so we should take care of	To recognise reasons for rules and laws; consequences of not adhering to rules and laws Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)





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					them and be careful about what we consume	
					That in an emergency, it is important to remain calm	
					That quick reactions in an emergency can save a life	
					How to help in an emergency using their First Aid knowledge	
					To know road safety rules / how to stay safe on and near roads	
Year 4	Children can explain:	Children can explain:	Children can explain	Children can describe:	Children can explain	Children can explain:
	Similarities and differences between		That they were handmade by God	Ways to maintain and develop good, positive,	: That their increasing independence brings	





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	people arise as they grow and make choices, and that by living and working	That emotions change as they grow up (including hormonal effects)	with the help of their parents How a baby grows	trusting relationships; strategies to use when relationships go wrong	increased responsibility to keep themselves and others safe including road	That God wants His Church to love and care for others
	together ('teamwork') we create community	A deeper understanding of the range and intensity of their feelings; that	and develops in its mother's womb including,	That there are different types of relationships including those	safety. How to use	Practical ways of loving and caring for others
	Self-confidence arises from being loved by God (not status, etc)	'feelings' alone are not good guides for action	scientifically, the uniqueness of the moment of	between acquaintances, friends, relatives and family	technology safely That just as what we	To recognise that people, have different attitudes towards
	They need to respect and look after their bodies as a gift from God through what	What emotional well- being means; That positive actions help emotional well-being (beauty, art, etc. lift the	How conception and life in the womb fits into the cycle of life	That good friendship is when both persons enjoy each other's company and also want what is truly best for	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	saving and spending money; what influences people's decisions; what makes something 'good value for money'
	they wear, what they eat and what they physically do Year 4 onwards	spirit) That talking to trusted people helps emotional well-being (e.g. parents/carer/teacher/		the other The difference between a group of friends and a 'clique'	How to report and get help if they encounter inappropriate	That people's spending decisions can affect others and the environment (e.g. Fair
	What the term puberty means When they can expect puberty to take place	parish priest) That images in the media do not always reflect		Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and	materials or messages How to use technology safely	trade, buying single-use plastics, or giving to charity)





Year group	Me My body, My Health	Emotional wellbeing	Life cycles	Personal Relationships	Keeping safe	Living in the Wider World
	That puberty is part of God's plan for our bodies Correct naming of genitalia What changes will happen to boys during puberty What changes will happen to girls during puberty	reality and can affect how people feel about themselves That some behaviour is wrong, unacceptable, unhealthy and risky That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media		how to respond to bullying Harassment and exploitation in relationships, including physical and emotional abuse and how to respond	That bad language and bad behaviour are inappropriate 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. To judge well what kind of physical contact is acceptable or unacceptable and how to respond That there are different people we can trust for help, especially those closest to us who care	About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities About stereotypes; how they can negatively y influence behaviours and influence behaviours and attitudes towards others; strategies for challenging stereotypes.





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					for us, including our teachers and parish priest	
					That medicines are drugs, but not all drugs are good for us	
					That alcohol and tobacco are harmful substances	
					That our bodies are created by God, so we should take care of them and be careful about what we consume	
					That in an emergency, it is important to remain calm	





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					That quick reactions in an emergency can save a life	
					How to help in an emergency using their First Aid knowledge	
					To know road safety rules / how to stay safe on and near roads	
Year 5	Children can explain:	Children can explain:	Children can explain	Children can describe:	Children can explain	Children can explain:
	Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community	That images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings	How a baby grows and develops in its mother's womb About the nature and role of menstruation in the fertility cycle, and	That pressure comes in different forms, and what those different forms are That there are strategies that they can adopt to resist pressure	That their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely	How to apply the principles of Catholic Social Teaching to current issues Ways in which they can spread God's love in their community
		of envy, inadequacy, etc. and against pressure from peers or media	that fertility is involved in the start of life	What consent and bodily autonomy means	That just as what we eat can make us	money; what influences people's decisions; what





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	Self-confidence arises from being loved by God (not status, etc) 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 Year 4 onwards What the term puberty means When they can expect puberty to take place That puberty is part of God's plan for our bodies Correct naming of genitalia	A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action That some behaviour is wrong, unacceptable, unhealthy or risky That emotions change as they grow up (including hormonal effects) About emotional wellbeing: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being	Some practical help on how to manage the onset of menstruation	Different scenarios in which it is right to say 'no' How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships	healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others How to report and get help if they encounter inappropriate materials or messages How to use technology safely That bad language and bad behaviour are inappropriate That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be	makes something 'good value for money' That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes How to assess the reliability of sources of information online; and how to make safe, reliable choices from
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Year group	Me My body, My Health	Emotional wellbeing	Life cycles	Personal Relationships	Keeping safe	Living in the Wider World
	What changes will happen to boys during puberty What changes will happen to girls during puberty	The difference between harmful and harmless videos and images. The impact that harmful videos and images can have on young minds Ways to combat and deal with viewing harmful videos and images ,			good or bad for us and others. To judge well what kind of physical contact is acceptable or unacceptable and how to respond 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 That medicines are drugs, but not all drugs are good for us	About some of the different ways information and data is shared and used online, including for commercial purposes About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation





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					That alcohol and tobacco are harmful substances That our bodies are created by God, so we should take care of them and be careful about what we consume That in an emergency,	
					it is important to remain calm That quick reactions in an emergency can save a life How to help in an emergency using their First Aid knowledge	





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					To know road safety	
					rules / how to stay	
					safe on and near roads	
Year 6	Children can explain:	Children can explain:	Children can explain	Children can describe:	Children can explain	Children can explain:
					:	
	Similarities and	That images in the media	How a baby grows	That pressure comes in	That their increasing	How to apply the
	differences between	do not always reflect	and develops in its	different forms, and	independence brings	principles of Catholic
	people arise as they	reality and can affect how	mother's womb	what those different	increased	Social Teaching to
	grow and make	people feel about		forms are	responsibility to keep	current issues
	choices, and that by	themselves	About the nature		themselves and others	
	living and working		and role of	That there are	safe	Ways in which they can
	together ('teamwork')	That thankfulness builds	menstruation in the	strategies that they can	How to use	spread God's love in
	we create community	resilience against feelings	fertility cycle, and	adopt to resist pressure	technology safely	their community
		of envy, inadequacy, etc.	that fertility is			money; what influences
	Self-confidence arises	and against pressure	involved in the start	What consent and	That just as what we	people's decisions; what
	from being loved by	from peers or media	of life	bodily autonomy means	eat can make us	makes something 'good
	God (not status, etc)	A deeper understanding	Some practical help		healthy or make us ill,	value for money'
		of the range and intensity	on how to manage	Different scenarios in	so what we watch,	
	They need to respect	of their feelings; that	the onset of	which it is right to say	hear, say or do can be	That people's spending
	and look after their	'feelings' are not the only	menstruation	'no'	good or bad for us and	decisions can affect
	bodies as a gift from	good guides for action			others	others and the
	God through what			How thoughts and		environment (e.g. Fair
	they wear, what they			feelings impact actions,	How to report and get	trade, buying single-use
	eat and what they			and develop strategies	help if they encounter	





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	physically do Year 4 onwards	That some behaviour is wrong, unacceptable,		that will positively impact their actions and	inappropriate materials or messages	plastics, or giving to charity)
	Oliwarus	unhealthy or risky		apply this in their	materials of messages	Charity
	What the term			relationships	How to use	That there is a broad
	puberty means When they can expect	That emotions change as they grow up (including			technology safely	range of different jobs/careers that
	puberty to take place	hormonal effects)			That bad language and	people can have; that
	That puberty is part of				bad behaviour are	people often have more
	God's plan for our	About emotional well-			inappropriate	than one career/type of
	bodies	being: that beauty, art,				job during their life
		etc. can lift the spirit; and			That just as what we	
	Correct naming of	that also openness with			eat can make us	About stereotypes in
	genitalia	trusted			healthy or make us ill,	the workplace and that
	What changes will	parents/carers/teachers			so what we watch,	a person's career
	happen to boys during	when worried ensures			hear, say or do can be	aspirations should not
	puberty What changes will	healthy well-being			good or bad for us and others.	be limited by them
	happen to girls during	The difference between				About what might
	puberty	harmful and harmless			To judge well what	influence people's
		videos and images.			kind of physical	decisions about a job or
		The impact that harmful			contact is acceptable	career (e.g. personal
		videos and images can			or unacceptable and	interests and values,
		have on young minds			how to respond	family connections to
						certain trades or





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		Ways to combat and deal with viewing harmful videos and images			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 That medicines are drugs, but not all drugs are good for us That alcohol and tobacco are harmful substances That our bodies are created by God, so we should take care of	businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid About some of the skills that will help them in their future careers e.g. teamwork,
					them and be careful about what we consume	communication and negotiation How to assess the reliability of sources of





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					That in an emergency,	information online; and
					it is important to	how to make safe,
					remain calm	reliable choices from
					That quick reactions	search results
					That quick reactions	About some of the
					in an emergency can save a life	different ways
					Save a me	information and data is
					How to help in an	shared and used online,
					emergency using their	including for
					First Aid knowledge	commercial purposes
					To know road safety	About how information
					rules / how to stay	on the internet is
					safe on and near roads	ranked, selected and
						targeted at specific
						individuals and groups;
						that connected devices
						can share information
						About how text and
						images in the media and
						on social media can be
						manipulated or





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						invented; strategies to evaluate the reliability of sources and identify misinformation
						About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes