



| Year<br>group | Me My body, My<br>Health  | Emotional wellbeing  | Life cycles  | Personal<br>Relationships   | Keeping safe  | Living in the Wider<br>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 behaviour | 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 relationships | 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 there are | That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community  That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.  That we have a duty of care for others and for the world we live in (charity work, recycling, etc) |
|               |   |  |  |   | different people we   |  |





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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 and dislikes), but also | That there are natural life stages from birth to death, and what these are typically naming baby, child, teenager, adult, old | 'Special people' (their parents, carers, friends, parish priest) and what makes them special.  The importance of nuclear and wider | Some safe and unsafe situations, including online and road safety.  The difference between 'good' and   | 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  | similar needs (to be loved<br>and respected, to be safe<br>etc)  | age adult   | family.  The importance of being close to and  | 'bad' secrets and that<br>they can and should<br>be open with 'special<br>people' they trust if   | That they should help at home with practical tasks such as keeping   |





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





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|---------------|---|--|-------------|---|--|---|
|               | 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 and for good behaviour That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do  That Jesus died on the cross so that we would be forgiven |             | 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 | 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 |
|               |   |  |             | like Jesus forgives   |  | 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 living and working | Children can explain:  That emotions change as they grow up (including hormonal effects)  A deeper understanding of the range and intensity | 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 and caring for others   |





| Self-confidence arises from being loved by God (not status, etc)  What emotional wellbeing means;  That positive actions help emotional well-being (beauty, art, etc. lift the self-action)  God guides for action mother's womb including, scientifically, the uniqueness of the moment of conception and spendire.  Mow to use technology safely technology safely have about this and the choices per have about this and the choices per have about this so what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be saving and spendire.  | Year<br>group | Me My body, My<br>Health  | Emotional wellbeing  | Life cycles   | Personal<br>Relationships   | Keeping safe   | Living in the Wider<br>World   |
|--|---------------|---|--|---|---|--|--|
| 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  into the cycle of life  the other The difference between a group of friends and a 'clique'  the other The difference between a group of friends and a 'clique'  The difference between a group of friends and a 'clique'  The difference between a group of friends and a 'clique'  The difference between a group of friends and a 'clique'  The difference between a group of friends and a 'clique'  The difference between a group of friends and a 'clique'  How to report and get help if they encounter inappropriate  makes something 'value for money'  Makes something 'value for money'  That images of bullying (including cyber-bullying), that all bullying in a diverse community; about |               | we create community  Self-confidence arises from being loved by | 'feelings' alone are not good guides for action  What emotional wellbeing 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 | and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception  How conception and life in the womb fits | 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 | 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 | 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 |





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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<br>emergency using their<br>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 |                       | :<br>That they were<br>handmade by God | Ways to maintain and develop good, positive, | : That their increasing independence brings   |                              |





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





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|---------------|---|--|-------------|---|---|---|
|               | 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<br>emergency using their<br>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 of envy, inadequacy, etc. and against pressure from peers or media | How a baby grows and develops in its mother's womb  About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life | That pressure comes in different forms, and what those different forms are  That there are strategies that they can adopt to resist pressure  What consent and bodily autonomy means | That their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely  That just as what we eat can make us | How to apply the principles of Catholic Social Teaching to current issues  Ways in which they can spread God's love in their community 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 |
|               |   |   |  |  |  | search results  |





| What changes will happen to boys during puberty videos and images.  What changes will and harmless videos and images.  The impact that harmful and harmless videos and images.  The impact that harmful and harmless videos and images.  |   |
|--|---|
| What changes will happen to girls during puberty  The impact that harmful videos and images can have on young minds  Ways to combat and deal with viewing harmful videos and images  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  About how i on the internation shared and including for or unacceptable and how to respond  About how i on the internation shared and including for or unacceptable and how to respond  About how i individuals a different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest  About how to respond  About how i individuals a different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest  About how to respond  About how i individuals and the including for or unacceptable and how to respond  About how i individuals and the including for or unacceptable and how to respond  About how i individuals and the including for or unacceptable and how to respond  About how i individuals and the including for or unacceptable and how to respond  About how i individuals and the including for or unacceptable and how to respond  About how i individuals and the including for or unacceptable and how to respond  About how i individuals and the including for or unacceptable and how to respond  About how i including for or unacceptable and how to respond  About how i including for or unacceptable and how to respond  About how i including for or unacceptable and how to respond  About how i including for or unacceptable and how to respond  About how i including for or unacceptable and how to respond  About how i including for or unacceptable and how to respond  About how i including for or unacceptable and how to respond  About how i including for or unacceptable and how to respond  About how i including for or the including for | and data is used online, ourposes of ormation net is cted and pecific and groups; ed devices formation ext and ext and dia can be or ategies to reliability |





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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<br>emergency using their<br>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  |                              |





| Year<br>group | Me My body, My<br>Health     | Emotional wellbeing                        | Life cycles | Personal<br>Relationships                    | Keeping safe                   | Living in the Wider<br>World |
|---------------|------------------------------|--|-------------|--|--------------------------------|------------------------------|
|               | physically do Year 4         | That some behaviour is                     |             | that will positively                         | inappropriate                  | plastics, or giving to       |
|               | onwards                      | wrong, unacceptable,<br>unhealthy or risky |             | impact their actions and apply this in their | materials or messages          | charity)                     |
|               | What the term                | anneading of them,                         |             | relationships                                | How to use                     | That there is a broad        |
|               | puberty means                | That emotions change as                    |             | ·  | technology safely              | range of different           |
|               | When they can expect         | they grow up (including                    |             |  |                                | 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<br>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 |             |                           | That there are different people we        | businesses, strengths and qualities, ways in |
|               |                          | videos and images                            |             |                           | can trust for help,                       | which stereotypical                          |
|               |                          |  |             |                           | especially those                          | assumptions can deter                        |
|               |                          | ,  |             |                           | closest to us who care                    | people from aspiring to                      |
|               |                          |  |             |                           | for us, including our teachers and parish | certain jobs)                                |
|               |                          |  |             |                           | priest                                    | That some jobs are paid                      |
|               |                          |  |             |                           |   | more than others and                         |
|               |                          |  |             |                           | That medicines are                        | money is one factor                          |
|               |                          |  |             |                           | drugs, but not all                        | which may influence a                        |
|               |                          |  |             |                           | drugs are good for us                     | person's job or career                       |
|               |                          |  |             |                           |   | choice; that people may                      |
|               |                          |  |             |                           | That alcohol and                          | choose to do voluntary                       |
|               |                          |  |             |                           | tobacco are harmful                       | work which is unpaid                         |
|               |                          |  |             |                           | substances                                |  |
|               |                          |  |             |                           |   | About some of the skills                     |
|               |                          |  |             |                           | That our bodies are                       | that will help them in                       |
|               |                          |  |             |                           | created by God, so we                     | their future careers e.g.                    |
|               |                          |  |             |                           | should take care of                       | teamwork,                                    |
|               |                          |  |             |                           | them and be careful                       | communication and                            |
|               |                          |  |             |                           | about what we                             | negotiation                                  |
|               |                          |  |             |                           | consume                                   | How to assess the                            |
|               |                          |  |             |                           |   | reliability of sources of                    |





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|---------------|--------------------------|---------------------|-------------|---------------------------|--|---|
|               |                          |                     |             |                           | That in an emergency, it is important to remain calm  That quick reactions in an emergency can | information online; and how to make safe, reliable choices from search results  About some of the   |
|               |                          |                     |             |                           | save a life  How to help in an emergency using their First Aid knowledge                       | different ways information and data is shared and used online, including for commercial purposes  |
|               |                          |                     |             |                           | To know road safety rules / how to stay safe on and near roads                                 | 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  |





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