

## Christ the King's Progression document for RSE, PHSE and CST

At Christ the King we believe that the PSHE, RSE, Catholic Social Teaching and Personal Development curriculum plays a fundamental part in the development of our children. Our aim is to prepare children for the next stages of their lives, in Key Stage 3 and for life as an adult in the wider world. Our pupils will have developed a strong sense of self, an understanding of how to stay safe, both physically and emotionally, whilst finding their place within a wider community. We want our children to be confident, independent and self-aware, therefore equipping them to undertake new life experiences now and in the future. Our **School values, British values and teaching of Protected Characteristics** are also embedded in our whole curriculum and ethos, teaching the children the skills, habits, attributes and dispositions to be successful citizens of the future.

We aim to create a happy, vibrant environment where diversity and individuality are celebrated. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

1. Our RSE curriculum is taught using two schemes **1Decision and Ten:Ten – Life to the Full**. This scheme is approved by the Diocese and covers all the compulsory RHSE National Curriculum. **1Decision** is used to teach RSE in Years 1 – 5 and **Ten:Ten** is used in Year 6 to teach the units of Making Babies Part 1, Making Babies Part 2 and Seeing things online.
2. Our PHSE curriculum is taught using the scheme **1 Decision**.

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> </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>
			<ul style="list-style-type: none"> <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>	
<b>Me, My Body, My Health</b>	Children can express that: <ul style="list-style-type: none"> <li>• We are each unique, with</li> </ul>	Children can explain: <ul style="list-style-type: none"> <li>• That we are unique, with</li> </ul>	Children can explain: <ul style="list-style-type: none"> <li>• Similarities and differences</li> </ul>	Children can explain: <ul style="list-style-type: none"> <li>• Similarities and differences</li> </ul>

	<p>individual gifts, talents and skills • Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan</p> <ul style="list-style-type: none"> <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>individual gifts, talents and skills</p> <ul style="list-style-type: none"> <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>between people arise as they grow and make choices, and that by living and working together (‘teamwork’) we create community</p> <ul style="list-style-type: none"> <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>between people arise as they grow and mature, and that by living and working together (‘teamwork’) we create community</p> <ul style="list-style-type: none"> <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</li> </ul>
				<p>health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</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> </ul>

				<ul style="list-style-type: none"> <li>• Correct naming of genitalia</li> </ul> <p>What will happen to boys during puberty and what will happen to girls during puberty.</p>
<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> <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>	<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> <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>	<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> <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</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> <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> </ul>

			<p>pressure from peers and the media</p>	<ul style="list-style-type: none"> <li>• The difference between harmful and harmless videos and images</li> <li>• The impact that harmful videos and images can have on young minds</li> <li>• Ways to combat and deal with viewing harmful videos and images</li> </ul>
<p><b>Life Cycles</b></p>	<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> <p>That they were handmade by God with the help of their parents.</p> <ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb including scientifically, the uniqueness of the moment of conception</li> <li>• How conception and life in the womb fits into the cycle of life</li> <li>• 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> <li>• Basic scientific facts about sexual intercourse between a man and woman;</li> <li>• The physical, emotional, moral and spiritual</li> </ul>

				implications of sexual intercourse; • The Christian viewpoint that sexual intercourse should be saved for marriage.	
<b>Module 2</b>					
<b>Religious Understanding</b>	Children can express that:	Children can describe that:	Children can explain:	Children can describe:	

	<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>	<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>	<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 <ul style="list-style-type: none"> <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> </li> </ul>	<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</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>	<p>between a group of friends and a 'clique'</p> <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> </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,</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> </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> </ul>



	<ul style="list-style-type: none"> <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 God created them and gifted them to us</li> <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>	<p>teachers and our parish priest</p> <ul style="list-style-type: none"> <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 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 use technology safely</li> <li>• That bad language and bad behaviour are inappropriate</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <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> </ul>	<ul style="list-style-type: none"> <li>• What the term cyberbullying means and examples of it</li> <li>• What cyberbullying feels like for the victim</li> <li>• How to get help if they experience cyberbullying</li> <li>• What kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</li> <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</li> </ul>
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			<ul style="list-style-type: none"> <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>	<p>order to protect their God-given bodies</p> <ul style="list-style-type: none"> <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>
<b>Module 3</b>				
<b>Religious Understanding</b>	<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> <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>	<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> <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>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 the Holy Trinity in charity and generosity</li> <li>• The Church family comprises home, school and parish (which is part of the diocese)</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> <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>
<b>Living in the Wider World</b>	<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> </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> </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>

	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>		
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**Progression in PHSE**

	<b>EYFS</b>	<b>Y1 and Y2</b>	<b>Y3 and Y4</b>	<b>Y5 and Y6</b>
<b>Keeping/Staying Safe</b>	<b>Road Safety</b> <ul style="list-style-type: none"> <li>• begin to understand why it is important to stay safe when crossing the road</li> <li>• begin to recognise a range of safe places to cross the road</li> <li>• begin to understand the differences between safe and risky choices</li> </ul>	<b>Road Safety</b> <ul style="list-style-type: none"> <li>• understand why it is important to stay safe when crossing the road</li> <li>• be able to recognise a range of safe places to cross the road</li> <li>• understand the differences between safe and risky choices</li> <li>• know different ways to help us stay safe</li> </ul>	<b>Staying Safe</b> <ul style="list-style-type: none"> <li>• know ways to keep yourself and others safe</li> <li>• be able to recognise risky situations</li> <li>• be able to identify trusted adults around you</li> <li>• understand the differences between safe and risky choices</li> </ul>	<b>Peer Pressure</b> <ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise ways to manage peer pressure</li> <li>• explain the potential outcomes that may happen when we take risks</li> </ul>

	<ul style="list-style-type: none"> <li>• begin to know different ways to help us stay safe</li> </ul> <p>ELG link: PSED – Managing self Explain the reasons for rules, know right from wrong and try to behave accordingly;</p>	<p><b>Tying Shoelaces</b></p> <ul style="list-style-type: none"> <li>• Know the reasons to make sure your laces are tied</li> <li>• Learn how to tie up laces properly</li> <li>• Know rules to keep yourself and others safe</li> <li>• Understand the differences between safe and risky choices</li> </ul>	<p><b>Leaning out of windows</b></p> <ul style="list-style-type: none"> <li>• be able to recognise a range of warning signs</li> <li>• be able to spot the dangers we may find at home</li> <li>• know the importance of listening to our trusted adults</li> <li>• be able to understand ways we can keep ourselves and others safe at home</li> <li>• know the differences between safe and risky choices</li> </ul> <p><b>Cycle safety</b></p> <ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> <li>• identify what is a risky choice • create a set of rules for and identify ways of keeping safe</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul> <p><b>Water Safety</b></p> <ul style="list-style-type: none"> <li>• identify a range of danger signs</li> <li>• develop and name strategies that can help keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul>
<p><b>Keeping/Staying Healthy</b></p>	<p><b>Washing hands</b></p> <ul style="list-style-type: none"> <li>• understand why we need to wash our hands</li> </ul>	<p><b>Washing hands</b></p> <ul style="list-style-type: none"> <li>• revisit why we need to wash our hands</li> </ul>	<p><b>Medicine</b></p> <ul style="list-style-type: none"> <li>• know, understand, and be able to practise simple safety rules about medicine</li> </ul>	<p><b>Smoking</b></p> <ul style="list-style-type: none"> <li>• explain some of the risks associated with smoking (physical, social, and legal) and name the addictive</li> </ul>

	<ul style="list-style-type: none"> <li>• begin to know how germs are spread and how they can affect our health</li> <li>• be able to practise washing your hands</li> <li>• begin to know the differences between healthy and unhealthy choices</li> </ul> <p>PSED – Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b>Healthy Eating:</b></p> <ul style="list-style-type: none"> <li>• begin to know that food is needed for our bodies to be healthy and to grow</li> <li>• begin to understand that some foods are better for good health than others</li> <li>• begin to list different types of healthy food</li> <li>• begin to understand how to keep yourself and others healthy</li> <li>• start to know the differences between healthy and unhealthy choices</li> </ul> <p>PSED – Managing Self: Be confident to try new activities and</p>	<ul style="list-style-type: none"> <li>• know how germs are spread and how they can affect our health</li> <li>• revisit best methods for washing your hands</li> <li>• know the differences between healthy and unhealthy choices</li> </ul> <p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• know that food is needed for our bodies to be healthy and to grow</li> <li>• understand that some foods are better for good health than others</li> <li>• be able to list different types of healthy food</li> <li>• understand how to keep yourself and others healthy</li> <li>• know the differences between healthy and unhealthy choices</li> </ul> <p><b>Brushing Teeth</b></p> <ul style="list-style-type: none"> <li>• understand why we need to brush our teeth</li> <li>• be able to practise brushing your teeth</li> <li>• know the differences between healthy and unhealthy choices</li> <li>• be able to develop strategies to help you remember to brush your</li> </ul>	<ul style="list-style-type: none"> <li>• understand when it is safe to take medicine</li> <li>• know who we can accept medicine from</li> <li>• understand the differences between healthy and unhealthy choices</li> </ul> <p>Healthy Living</p> <ul style="list-style-type: none"> <li>• explain what is meant by a balanced diet and plan a balanced meal</li> <li>• recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older</li> <li>• understand nutritional information on packaged food and explain what it means</li> <li>• describe different ways to maintain a healthy lifestyle</li> </ul>	<p>ingredient found in cigarettes, e-cigs, etc.</p> <ul style="list-style-type: none"> <li>• describe how smoking can affect your immediate and future health and wellbeing</li> <li>• give reasons why someone might start and continue to smoke</li> <li>• identify and use skills and strategies to resist any pressure to smoke</li> </ul> <p><b>Alcohol and Drugs</b></p> <ul style="list-style-type: none"> <li>• identify what is a risky choice</li> <li>• identify the risks associated with alcohol</li> <li>• describe how alcohol can affect your immediate and future health</li> <li>• develop and recognise skills and strategies to keep safe</li> </ul> <p>Drug extension:</p> <ul style="list-style-type: none"> <li>• understand the difference between ‘legal’ and ‘illegal’ drugs</li> <li>• carry out research around cannabis</li> <li>• identify the risks associated with using cannabis</li> </ul>
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	<p>show independence, resilience and perseverance in the face of challenge;</p> <p>UTW – People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>Sun Safety</b></p> <ul style="list-style-type: none"> <li>• Understand ways to stay safe and cool in the hot weather</li> </ul> <p>ELG Link – PSED – Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>	<p>teeth when you forget, are tired, or busy</p>		
<p><b>Relationships in Y1-3</b></p> <p><b>Growing and Changing in Y4-6</b></p>	<p><b>Friendship</b></p> <ul style="list-style-type: none"> <li>• begin to understand how to be a good friend</li> <li>• start to recognise kind and thoughtful behaviours</li> </ul>	<p><b>Friendship</b></p> <ul style="list-style-type: none"> <li>• understand how to be a good friend</li> <li>• be able to recognise kind and thoughtful behaviours</li> </ul>	<p><b>Touch</b></p> <ul style="list-style-type: none"> <li>• understand the difference between appropriate and inappropriate touch</li> </ul>	<p><b>Appropriate Touch and Relationships</b></p> <ul style="list-style-type: none"> <li>• identify the different types of relationships we can have and describe how these can change as we grow</li> </ul>

	<ul style="list-style-type: none"> <li>• begin to understand the importance of caring about other people’s feelings</li> <li>• start to see a situation from another person’s point of view</li> </ul> <p>ELG Link – PSED – Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>ELG – PSED – Building relationships: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers;</p> <p><b>Sharing and Jealousy</b></p> <ul style="list-style-type: none"> <li>• Start to learn some skills for coping with unpleasant/uncomfortable emotions</li> <li>• Begin to understand why we should care about other people’s feelings.</li> </ul> <p>ELG Link – PSED – Self Regulation: Show an understanding of their own feelings and those of others,</p>	<ul style="list-style-type: none"> <li>• understand the importance of caring about other people’s feelings</li> <li>• be able to see a situation from another person’s point of view</li> </ul> <p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• be able to name a range of feelings</li> <li>• understand why we should care about other people’s feelings</li> <li>• be able to see and understand bullying behaviours</li> <li>• know how to cope with these bullying behaviours</li> </ul> <p><b>Body language</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name a range of feelings</li> <li>• understand that feelings can be shown without words</li> <li>• be able to see a situation from another person’s point of view</li> <li>• understand why it is important to care about other people’s feelings</li> </ul>	<ul style="list-style-type: none"> <li>• know why it is important to care about other people’s feelings</li> <li>• understand personal boundaries</li> <li>• know who and how to ask for help</li> <li>• be able to name human body parts</li> </ul> <p><b>Appropriate Touch and Relationships</b></p> <ul style="list-style-type: none"> <li>• identify the different types of relationships we can have and describe how these can change as we grow</li> <li>• explain how our families support us and how we can support our families</li> <li>• identify how relationships can be healthy or unhealthy</li> <li>• explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>• explain how our families support us and how we can support our families</li> <li>• identify how relationships can be healthy or unhealthy</li> <li>• explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>
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	<p>and begin to regulate their behaviour accordingly;</p> <p>ELG – PSED – Building relationships: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers;</p>			
<p><b>Being Responsible</b></p>		<p><b>Water Spillage</b></p> <ul style="list-style-type: none"> <li>• know how you can help people around you</li> <li>• understand the types of things you are responsible for</li> <li>• know how and understand the importance of preventing accidents</li> <li>• be able to recognise the differences between being responsible and being irresponsible</li> </ul> <p><b>Practice makes perfect</b></p> <ul style="list-style-type: none"> <li>• be able to name ways you can improve in an activity or sport</li> <li>• understand the importance of trying hard and not giving up</li> <li>• be able to see the benefits of practising an activity or sport</li> </ul>	<p><b>Stealing</b></p> <ul style="list-style-type: none"> <li>• understand the differences between borrowing and stealing</li> <li>• be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>• know why it is wrong to steal</li> <li>• be able to understand the differences between being responsible and irresponsible</li> </ul> <p><b>Coming home on time</b></p> <ul style="list-style-type: none"> <li>• recognise the importance of behaving in a responsible manner in a range of situations</li> <li>• describe a range of situations where being on time is important</li> <li>• explain the importance of having rules in the home</li> </ul>	<p><b>Looking out for others</b></p> <ul style="list-style-type: none"> <li>• recognise why we should take action when someone is being unkind</li> <li>• describe caring and considerate behaviour, including the importance of looking out for others</li> <li>• demonstrate why it is important to behave in an appropriate and responsible way</li> <li>• identify how making some choices can impact others' lives in a negative way</li> </ul> <p><b>Stealing</b></p> <ul style="list-style-type: none"> <li>• explain what consent means</li> <li>• recognise the importance of being honest and not stealing</li> <li>• explain why it is important to have a trusting</li> </ul>



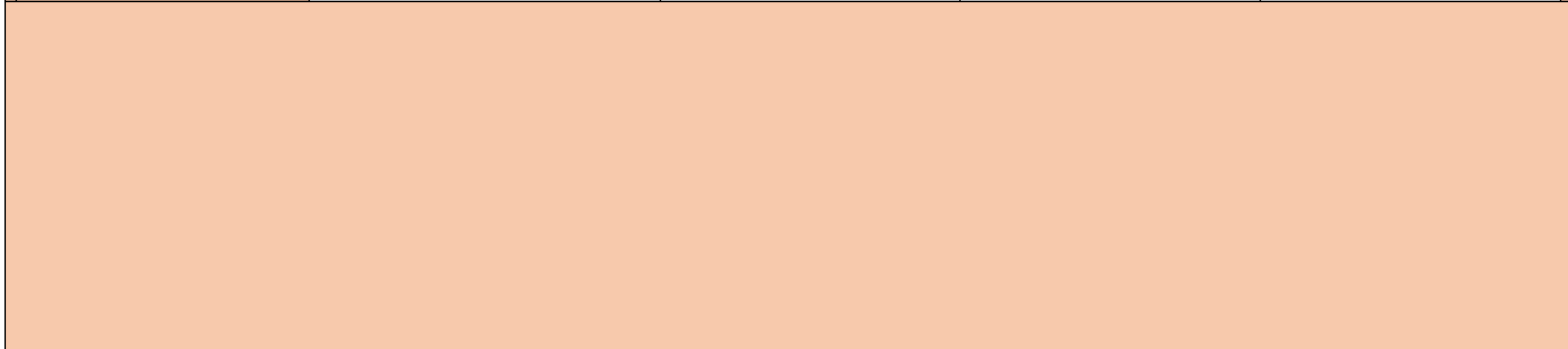
		<ul style="list-style-type: none"> <li>• be able to learn ways to set goals and work to reach them</li> </ul> <p><b>Helping someone in need</b></p> <ul style="list-style-type: none"> <li>• know how you can help other people</li> <li>• be able to recognise kind and thoughtful behaviours and actions</li> <li>• understand the risks of talking to people you don't know very well in the community</li> <li>• be able to identify the differences between being responsible and being irresponsible</li> </ul>	<ul style="list-style-type: none"> <li>• describe ways that behaviour can be seen to be sensible and responsible</li> </ul>	<p>relationship between friends and family</p> <ul style="list-style-type: none"> <li>• identify how making some choices can impact others' lives in a negative way</li> </ul>
<p><b>Feelings and Emotions</b></p>	<p><b>Worry</b></p> <ul style="list-style-type: none"> <li>• start to recognise and name emotions and their physical effects</li> <li>• begin to know the difference between pleasant and unpleasant emotions</li> <li>• learn some ways of coping with unpleasant/uncomfortable emotions</li> <li>• start understand that feelings can be communicated with and without words</li> </ul> <p>ELG Link – PSED: Self-Regulation Show an understanding of their own feelings and those of others,</p>	<p><b>Jealousy</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul> <p><b>Worry</b></p>	<p><b>Grief/Loss</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul> <p><b>Jealousy</b></p>	<p><b>Anger</b></p> <ul style="list-style-type: none"> <li>• recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</li> <li>• explain how feelings can be communicated with or without words</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control</li> </ul>

	<p>and begin to regulate their behaviour accordingly;</p> <p>ELG Link – PSED: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p>	<ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul> <p><b>Anger</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul>	<ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good</li> <li>• describe how we can support others who feel lonely, jealous, or upset</li> <li>• recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy</li> </ul>	<p>and manage unpleasant/uncomfortable emotions, such as anger</p> <p><b>Worry</b></p> <ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions</li> <li>• identify how we can reduce our feeling of worry</li> <li>• explain how we can support others who feel worried</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> </ul>
<p><b>Computer Safety</b></p>	<p><b>Screen time</b></p> <ul style="list-style-type: none"> <li>• understand how too much screen time can be unhealthy</li> </ul>	<p><b>Online bullying</b></p> <ul style="list-style-type: none"> <li>• understand how your online activity can affect others</li> </ul>	<p><b>Making friends online</b></p> <p>be able to identify possible dangers and consequences of talking to strangers online</p> <ul style="list-style-type: none"> <li>• know how to keep safe in online chatrooms</li> </ul>	<p><b>Image Sharing</b></p> <ul style="list-style-type: none"> <li>• list reasons for sharing images online</li> <li>• identify rules to follow when sharing images online</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to find ways of moving away from screen time and choosing something healthier to do.</li> <li>•</li> </ul> <p>ELG Link – PSED: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>	<ul style="list-style-type: none"> <li>• be able to identify the positives and negatives of using technology</li> <li>• know who and how to ask for help</li> <li>• be able to recognise kind and unkind comments</li> </ul> <p><b>Image Sharing</b></p> <ul style="list-style-type: none"> <li>• Understand how your online actions can affect others</li> <li>• Be able to name the positive and negative ways you can use technology</li> <li>• Know the risks of sharing images without permission</li> <li>• Understand the types of images that you should and should not post online</li> </ul>	<ul style="list-style-type: none"> <li>• be able to name the positives and negatives of using technology</li> <li>• understand the difference between safe and risky choices online</li> </ul> <p><b>Online Bullying</b></p> <ul style="list-style-type: none"> <li>• recognise the key values that are important in positive online relationships</li> <li>• identify the feelings and emotions that may arise from online bullying</li> <li>• develop coping strategies to use if we or someone we know is being bullied online</li> <li>• identify how and who to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>• describe the positive and negative consequences of sharing images online</li> <li>• recognise possible influences and pressures to share images online</li> </ul> <p><b>Making Friends Online</b></p> <ul style="list-style-type: none"> <li>• list the key applications that we may use now and in the future</li> <li>• know and understand why some applications have age restrictions</li> <li>• identify ways to keep yourself and others safe in a range of situations online and offline</li> <li>• recognise that people may not always be who they say they are online</li> </ul>
<p><b>Our World</b></p>		<p><b>Growing in our world</b></p> <ul style="list-style-type: none"> <li>• understand the needs of a baby</li> <li>• be able to recognise what you can do for yourself now you are older</li> <li>• be able to describe the common features of family life</li> <li>• be able to recognise the ways in which your family is special and unique</li> </ul> <p><b>Living in our world</b></p>	<p><b>Looking after our world</b></p> <ul style="list-style-type: none"> <li>• be able to explain the meaning of reduce, reuse, and recycle</li> <li>• recognise how we can help look after our planet</li> <li>• be able to identify how to reduce the amount of water and electricity we use</li> <li>• understand how we can reduce our carbon footprint</li> </ul> <p><b>Chores at home</b></p>	<p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>• understand and explain why people might want to save money</li> <li>• identify ways in which you can help out at home</li> <li>• budget for items you would like to buy</li> <li>• recognise ways to make money and the early stages of enterprise</li> </ul> <p><b>In App Purchases</b></p>

		<ul style="list-style-type: none"> <li>• understand why we should look after living things</li> <li>• be able to identify how we can look after living things both inside and outside of the home</li> <li>• recognise why it is important to keep our communities and countryside clean</li> <li>• be able to encourage others to help keep their communities and countryside clean</li> </ul> <p><b>Working in our world</b></p> <ul style="list-style-type: none"> <li>• understand different ways we can receive money</li> <li>• know how to keep money safe</li> <li>• be able to describe the skills you may need in a future job or career</li> <li>• be able to recognise the differences between wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>• identify ways in which we can help those who look after us</li> <li>• explain the positive impact of our actions</li> <li>• describe the ways in which we can contribute to our home, school, and community</li> <li>• identify the skills we may need in our future job roles</li> </ul>	<ul style="list-style-type: none"> <li>• know and understand various money-related terms</li> <li>• recognise some of the ways in which we can spend money via technology</li> <li>• describe the potential impact of spending money without permission</li> <li>• identify strategies to save money</li> </ul>
<p><b>A World Without Judgement</b></p>	<p><b>Accepting others</b></p> <ul style="list-style-type: none"> <li>• I understand why others might play differently to us</li> <li>• I know that it is ok to be different</li> </ul>		<p><b>Breaking down barriers</b></p> <ul style="list-style-type: none"> <li>• recognise positive attributes in others</li> <li>• explain why being different is okay</li> <li>• recognise your own strengths and goals, and understand that these may be different from those around you</li> </ul>	<p><b>Inclusion and Acceptance</b></p> <ul style="list-style-type: none"> <li>• identify some of the ways in which we are different and unique</li> <li>• explain some of the elements which help us to have a diverse community</li> <li>• describe strategies to overcome barriers and</li> </ul>

	<p>ELG link – PSED – Building Relationships: Show sensitivity to their own and to others’ needs</p>		<ul style="list-style-type: none"> <li>• identify some of the ways we can overcome barriers and promote equality</li> </ul>	<p>promote diversity and inclusion</p> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>• understand that there are a wide range of religions and beliefs in the UK</li> <li>• explain each of the British values</li> <li>• create a range of values for your educational setting</li> <li>• explain how all religions can live in cohesion</li> </ul>
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**Progression in Catholic Social Teaching**

	EYFS	Y1 and Y2	Y3 and Y4	Y5 and Y6
<p><b>The Dignity of the Human Person</b> <b>ADVENT 1</b></p>	<p>I know that God made me and loves me very much I know that God made me and all my friends very beautiful</p>	<p>Y1 I know that God loves us equally as His children. I know that we are all different and amazing.</p> <p>Y2</p>	<p>I know that we are all equal in God’s eyes and loved.</p> <p>I know that I have been given a special gift for the world.</p>	<p>I know that each person is unique and irreplaceable – everyone matters.</p> <p>I know that people matter more than possessions.</p>

		<p>I know that we love and look after each other because we are all brothers and sisters.</p> <p>I know that loving each other makes us strong.</p>		
<b>Family and Community</b>	<p>I can identify my school family.</p> <p>I know that we love and look after each other because we are all brothers and sisters in God's family.</p>	<p>Y1</p> <p>I know that we are all part of a community.</p> <p>I know that we look after and care for each other.</p> <p>Y2</p> <p>I know that I belong to my family and my community.</p> <p>I know that my community needs me.</p>	<p>I know what makes community.</p> <p>I know how we can build community up.</p> <p>I know how to build the kingdom of God up.</p>	Covered in Y3/4
<b>Solidarity and the Common Good</b>	<p>I know that we are all friends.</p> <p>I know that we play together in love and peace.</p>	<p>Y1</p> <p>I know that we are brothers and sisters – one family, one world.</p> <p>I know that we learn together.</p> <p>Y2</p> <p>I know that we build together a community of peace.</p>	Covered in Y5	<p>I listen to others with my ears, eyes, heart and mind.</p> <p>I know that we walk together as people of peace.</p> <p>I can describe how we face challenges together.</p>
<b>Rights and Responsibilities</b>	<p>I know that God wants everyone to be happy.</p> <p>I know that God gives us all we need to be happy.</p>	<p>Y1</p> <p>I can help others to make the right choices.</p> <p>I can explore what makes us happy.</p>	<p>I can name some barriers to happiness.</p> <p>I know that we can find happiness with each other.</p>	Covered in Y3/4

		<p>Y2 I can find happiness with others.</p>	<p>I can help others to make the right choices. I can explain fair shares for all.</p>	
<b>Option for the Poor and Vulnerable</b>	<p>I know that God's gifts are for everyone. I share toys and food with friends so that everyone has enough.</p>	<p>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.</p> <p>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.</p>	<p>Covered in Y5/6</p>	<p>Year 5 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.</p> <p>Year 6 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.</p>
<b>The Dignity of Work</b>		<p>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.</p> <p>Y2</p>	<p>I can explain how work builds us up. I can describe the many sides of working together to build up a community.  I can recognise and help others to find their gift and share it.</p>	<p>Covered in Y3/4</p>

		<p>I can begin to find my special job – my gift to the world.</p> <p>I know the importance of working hard to be the best you can be, for others.</p>	<p>I can enable other to aim high.</p>	
<p><b>Stewardship</b></p>		<p>Y1 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>Covered in Y5</p>	<p>Year 5 only 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>