Life To The Full Plus Progression of Skills

Whole School

Module 1				
	EYFS	**KS1**	**LKS2**	**UKS2**
Religious Understanding	Children can express that: • We are created individually by God as part of His creation plan • We are all God's children and are special • Our bodies were created by God and are good • We can give thanks to God	Children can express that: • We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • 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 • We are created as a unity of body, mind and spirit: who we are matters and what we do matters • We can give thanks to God in different ways	Children can explain that: • We are created individually by God who is Love, designed in His own image and likeness • 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) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God • In Baptism God makes us His adopted children and 'receivers' of His love • By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue) • It is important to make a nightly examination of conscience	Children can explain that: • We were created individually by God who cares for us and wants us to put our faith in Him • Physically becoming an adult is a natural phase of life • 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!

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			• Receiving the Sacraments helps them to develop healthy relationships with others	
	EYFS	**KS1**	**LKS2**	**UKS2**
Me, My Body, My Health	Children can express that: • We are each unique, with 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 • Their bodies are good and made by God • The names of the parts of the body (not genitalia) • Our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene	Children can explain: • We are unique, with individual gifts, talents and skills • Our bodies are good • The names of the parts of our bodies • Girls and boys have been created by God to be both similar and different and together make up the richness of the human family • Our bodies are good and we need to look after them • 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	Children can explain: • Similarities and differences between people arise as they grow and make choices, and by living and working together ('teamwork') we create a community • 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	Children can explain: • Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community • There are many different types of family set up • Self-confidence arises from being loved by God (not status, etc) • Human beings are different to other animals • About the unique growth and development of humans, and the changes that girls and boys will experience during puberty • About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately • The need for modesty and appropriate boundaries • How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.

		If using Key Decision #1 content, children will • **name genitalia**	**If using Key Decision #2 (Yr 4+) content, children will learn:** • **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** • **What changes will happen to boys during puberty** • **What changes will happen to girls during puberty**	
	EYFS	**KS1**	**LKS2**	**UKS2**
Emotional Well-being	Children can express that: • We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • It is natural for us to relate to and trust one another • A language to describe their feelings • An understanding that everyone experiences feelings • That feelings are not good or bad; they give us information about how we are feeling • Simple strategies for managing feelings • Understand how feelings can affect actions, and that actions have consequences	Children can explain: • It is natural for us to relate to and trust one another • We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • A language to describe our feelings • In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character • Simple strategies for managing feelings and for good behaviour • Choices have consequences; when we make mistakes we are	Children can explain: • That emotions change as they grow up (including hormonal effects) • A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action • What emotional well-being means and that positive actions help emotional well-being (beauty, art, etc. lift the spirit) • Talking to trusted people helps emotional well-being (e.g. parents/carer/teacher/parish priest) • Images in the media do not always reflect reality and can affect how people feel	Children can explain: • 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 • 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 well-being:

	• Simple strategies for managing emotions and behaviour • We have choices and these choices can impact how we feel and respond • We can say sorry and forgive like Jesus	called to receive forgiveness and to forgive others when they do • Jesus died on the cross so that we would be forgiven	about themselves • That God made us and loves us as we are. • Some behaviour is wrong, unacceptable, unhealthy and risky • Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media	that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being
				If using Key Decision #4 content, children will learn: • **The difference between harmful and harmless videos and images** • **The impact that harmful videos and images can have on young minds** • **Ways to combat and deal with viewing harmful videos and images**
	EYFS	**KS1**	**LKS2**	**UKS2**
Life Cycles	Children can express that: • There are natural life stages from birth to death, and what these are • Change is a part of growing up • Their experiences of change will help their transition to Year 1 • God is with them every step of the way as they grow and change	Children can describe: • That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult • What 'death' means • Some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support	Children can explain: • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving • That change is a part of life and that there are different kinds of change • About some feelings often	Children can explain: • How a baby grows and develops in its mother's womb • That pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us. • About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the

		themselves and others when they are grieving • That change is a part of life • That managing our feelings about change helps to prepare us for future changes • That God is with us as we change and grow	associated with change • That God is always with us as we change and grow • Coping strategies to support themselves and others	start of life • Some practical help on how to manage the onset of menstruation • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving • That there are many emotions and feelings connected with change • That gratitude and positivity help build resilience • Coping strategies to manage changes • That God is always with them
			If using Key Decision #3 content, children will learn: • **That they were handmade by God with the help of their parents** • **How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception** • **How conception and life in the womb fits into the cycle of life**	**If using Key Decision #5 content, children will learn:** • **Basic scientific facts about sexual intercourse between a man and woman** • **The physical, emotional, moral and spiritual implications of sexual intercourse** • **The Christian viewpoint that sexual intercourse should be saved for marriage**

Module 2				
	EYFS	**KS1**	**LKS2**	**UKS2**
Religious Understanding	Children can express that: • We are part of God's family • Jesus cared for others and wanted them to live good lives like Him • We should love other people in the same way God loves us	Children can describe that: • We are part of God's family • Saying sorry is important and can mend friendships • Jesus cared for others and had expectations of them and how they should act • We should love other people in the same way God loves us	Children can explain: • That God loves, embraces, guides, forgives and reconciles us with him and one another • The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness • That relationships take time and effort to sustain • That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness	Children can describe: • That God calls us to love others • Ways in which we can participate in God's call to us
	EYFS	**KS1**	**LKS2**	**UKS2**
Personal Relationships	Children are able to describe: • Special people (e.g. parents, carers, friends) and what makes them special • The importance of the nuclear family and of the wider family • The importance of being close to and trusting of 'special people' and telling them is something is troubling them • How their behaviour affects other people and that there is appropriate and	Children are able to describe: • 'Special people' (their parents, carers, friends, parish priest) and what makes them special • The importance of nuclear and wider family • The importance of being close to and trusting special people and telling them if something is troubling them • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour • The characteristics of	Children can describe: • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong • That there are different types of relationships including those between acquaintances, friends, relatives and family • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other	Children can explain: • 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 • 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

	inappropriate behaviour • The characteristics of positive and negative relationships • 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 forgives	positive and negative relationships • Different types of teasing and that all bullying is wrong and unacceptable • When they have been unkind and say sorry • When people are being unkind to them and others and how to respond • When we are unkind to others, we hurt God also and should say sorry to Him as well • That we should forgive like Jesus forgives	• The difference between a group of friends and a 'clique' • Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying • Harassment and exploitation in relationships, including physical and emotional abuse and how to respond	their relationships • About prejudice, bullying and discrimination: what they mean and how to challenge them. • About protected characteristics from the Equality Act 2010 such as race, age and disability. • That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect
				If using Key Decision #7a content, children will learn • **About discrimination / bullying of the protected characteristics of sex and/or sexual orientation.** **If using Key Decision #7b content, children will learn** • **that homophobia is being prejudiced against someone because they are attracted to someone of the same sex.** **If using Key Decision #7c content, children will learn** • **what attraction is and that someone can be attracted to someone of the same or the opposite sex.** **If using Key Decision #7d content, children will learn** • **the concept of gender**

				stereotypes and how these stereotypes might make us feel. Clarity on gender identity being separate from sexual orientation will be made.
	EYFS	**KS1**	**LKS2**	**UKS2**
Life Online	Children can explain: • That the internet connects us to others • That the internet helps us in lots of ways • That only Jesus can help us with everything • About safe and unsafe situations online • That they can ask for help from their special people	Children can explain: • That the internet connects us to others and helps us in lots of ways • Our feelings matter – both online and offline • That Jesus cares about our feelings and gives us peace • What situations are safe and unsafe, including online • How to ask for adult help with anything that worries them or makes them feel unsafe	Children can explain • 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 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	Children can explain • 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 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 • What the term cyberbullying means and examples of it • What cyberbullying feels like for the victim • How to get help if they experience cyberbullying
	EYFS	**KS1**	**LKS2**	**UKS2**
Keeping Safe	Children will learn: • About safe and unsafe situations outdoors and indoors	Children will learn: • The difference between ‘good’ and ‘bad’ secrets and that they can and	Children can explain • What kind of physical contact is acceptable or	Children can explain • To judge well what kind of physical contact is acceptable or

	• 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 different people we 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 • There are lots of people who do jobs to help us • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade • 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	should be open with 'special people' they trust if anything troubles them • How to resist pressure when feeling unsafe • That they are entitled to bodily privacy • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest • 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 what is and isn't an emergency • That in an emergency, they (or an adult) should call 999 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	unacceptable and how to respond • About different kinds of abuse, including 'abuse of private parts' • That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest • Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body • That our bodies are created by God, so we should take care of them and be careful about what we consume • That in an emergency, it is important to remain calm • That quick reactions in an emergency can save a life • How to help in an emergency using their First Aid knowledge • It is our responsibility to follow the rules at home, school and in our country • Some of our rules and laws are based on our rights • Rights protect us and ensure everyone is treated equally • Rules and rights are based on our values as a community • Our Christian/Gospel values promote the dignity and equality of all because	unacceptable and how to respond • That abuse violates the rights of children • That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests • About the effect that a range of substances including drugs, tobacco and alcohol can have on the body • How to make good choices about substances that would have an impact on their health • That our bodies are created by God, so we should take care of them and be careful about what we consume • Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco • Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies • The recovery position can be used when a person is unconscious but breathing • DR ABC is a primary survey to find out how to treat life-threatening

			we are all loved children of God	conditions in order of importance
Module 3				
	EYFS	**KS1**	**LKS2**	**UKS2**
Religious Understanding	Children can express: • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others • What a community is, and that God calls us to live in community with one another • Some Scripture illustrating the importance of living in a community • That no matter how small our offerings, they are valuable to God and He can use them for His glory	Children can explain • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others • What a community is, and that God calls us to live in community with one another • A Scripture illustrating the importance of living in community as a consequence of this • Jesus' teaching on who is my neighbour	Children can describe that: • God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' • The human family can reflect the Holy Trinity in charity and generosity • We are made in the image of God, which means we are made to love God and others, and be loved by God and others • The Church family comprises home, school and parish (which is part of the diocese)	Children can explain: • That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity • That the Holy Spirit works through us to bring God's love and goodness to others • The principles of Catholic Social Teaching • That God formed them out of love, to know and share His love with others
	EYFS	**KS1**	**LKS2**	**UKS2**
Living in the Wider World	Children can express: • 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.	Children can explain: • That they belong to various communities such as home, school, parish, the wider local community, nation and global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen	Children can explain: • That God wants His Church to love and care for others • Practical ways of loving and caring for others • Know that there are many different jobs and types of work • Understand some of the factors that influence	Children can explain: • How to apply the principles of Catholic Social Teaching to current issues • Ways in which they can spread God's love in their community • Learn about the process of getting a job and consider • factors that influence job choices.

	• That we have a duty of care for others and for the world we live in (charity work, recycling, etc) • About what harms and what improves the world in which they live • About some different types of jobs • That having a job can help us to look after each other and the world • That God has given us all strengths, gifts and talents to do His work • About strengths and interests needed to do different jobs • That money helps us buy things • That wants and needs are different • That God's love and the love we share with others is freely given and our most important need	etc. • That we have a duty of care for others and for the world we live in (charity work, recycling etc.) • What harms and what improves the world in which we live in simple terms • About some different types of jobs in the community • About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls • Work is a part of our purpose (vocation) • God has given us all strengths, gifts and talents to do His work • That money is valuable and is used as an exchange for needs and wants • That wants and needs are different • About spending and saving choices. • That God's love and the love we share with others is more valuable than anything	people's choice of work • Explore their own interests, skills and gifts in relation to their job aspirations • Know that God calls us to work together to share His love and care for each other and the world • All forms of money have advantages and disadvantages • Our attitude to money and choices about spending, saving and giving impacts on ourselves and others • Budgeting helps to keep track of spending and saving • Our faith guides our values and reminds us of the importance of love for God and others	• Understand how stereotyping can affect work aspirations and learn to challenge such attitudes. • Consider jobs in different sectors, learning pathways to work and their own job aspirations. • There are a wide variety of payment options. • The importance of budgeting and tracking spending and saving. • About the hierarchy of needs and other influences on spending choices. • Some people have more money than others. • God asks us to be good stewards of our money and resources.