

St Michael's Catholic Primary School



PSHE and RSE progression of knowledge, skills
and vocabulary

| PSHE - KAPOW | | RSE – Ten:Ten | | | | E-Safety – Project Evolve | | |
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| | Year F | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
| Autumn 1 Family and Relationships | PSHE | <p>Who are the members of my family</p> <p>How to be a kind friend – show care for others – turn taking</p> <p>Know when someone is being unkind and how to respond</p> <p>Why we say sorry/showing we are sorry</p> | <ul style="list-style-type: none"> • What is family? • What are friendships? • Recognising other people's emotions • Working with others • Friendship problems • Healthy Friendships | <ul style="list-style-type: none"> • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change | <ul style="list-style-type: none"> • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping | <ul style="list-style-type: none"> • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change | <ul style="list-style-type: none"> • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying | <ul style="list-style-type: none"> • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change |

RSE
Module 1 – Created and Loved by God
(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!

E-Safety

Self-image and Identify

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| <ul style="list-style-type: none">• I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.• I can explain how this could be either in real life or online. | <ul style="list-style-type: none">• I can recognise that there may be people online who could make me feel sad, embarrassed or upset.• If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. | <ul style="list-style-type: none">• I can explain how other people may look and act differently online and offline.• I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. | <ul style="list-style-type: none">• I can explain what is meant by the term 'identity'.• I can explain how I can represent myself in different ways online.• I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media) and why. | <ul style="list-style-type: none">• I can explain how my online identity can be different to the identity I present in 'real life'.• Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. | <ul style="list-style-type: none">• I can explain how identity online can be copied, modified or altered.• I can demonstrate responsible choices about my online identity, depending on context. | <ul style="list-style-type: none">• I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.• I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. |
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| | E-Safety Online Relationships | <ul style="list-style-type: none"> I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know. | <ul style="list-style-type: none"> I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect | <ul style="list-style-type: none"> I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. | <ul style="list-style-type: none"> I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what | <ul style="list-style-type: none"> I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. | <ul style="list-style-type: none"> I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others | <ul style="list-style-type: none"> I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate |
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| | | | <p>their choices.</p> <ul style="list-style-type: none"> I can explain why things one person finds funny or sad online may not always be seen in the same way by others. | <ul style="list-style-type: none"> I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something | <p>information and content they are trusted with.</p> <ul style="list-style-type: none"> I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as | | <p>and make positive contributions. (e.g. gaming communities or social media groups).</p> <ul style="list-style-type: none"> I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online. | <p>images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p> |
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| | | | | <p>about them online.</p> <ul style="list-style-type: none"> I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online | <p>sharing offline e.g. sharing images and videos.</p> | | | |
| | | Year F | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 2 Safety and the Changing Body | PSHE | <ul style="list-style-type: none"> Who keeps me safe in school – responding to adults and following instructions Asking for help | <ul style="list-style-type: none"> Getting lost Making a call to the emergency services Asking for help Appropriate contact Medication | <ul style="list-style-type: none"> Secrets and surprises Appropriate contact Road safety •Drug education | <ul style="list-style-type: none"> Basic First Aid Drugs, alcohol & tobacco Keeping safe out and about | <ul style="list-style-type: none"> Share aware Basic first aid Privacy and secrecy The changing Body (hygiene) Tobacco | <ul style="list-style-type: none"> The changing adolescent body (puberty, including menstruation) First aid Drug education | <ul style="list-style-type: none"> First aid The changing adolescent body (puberty, conception, birth) |

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| | | <ul style="list-style-type: none"> Road Safety Know that I am changing and growing Talk about similarities and differences between myself and others | <ul style="list-style-type: none"> Safety at home People who help to keep us safe | | | | | |
| | | Year F | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | RSE Module 1 – Created and Loved by God (Me, My Body, My Health) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> That we are unique, with individual gifts, talents and skills That our bodies are good The names of the parts of our bodies (naming genitalia will depend on | <p>Our bodies are good and we need to look after them</p> <ul style="list-style-type: none"> What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating | <ul style="list-style-type: none"> Similarities and differences between people arise as they grow and make choices, and that by living and working together (‘teamwork’) we create community Self-confidence | <ul style="list-style-type: none"> What the term puberty means When they can expect puberty to take place That puberty is part of God’s plan for our bodies | <ul style="list-style-type: none"> Similarities and differences between people arise as they grow and mature, and that by living and working together (‘teamwork’) we create community Self-confidence | <p>That human beings are different to other animals</p> <ul style="list-style-type: none"> 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 |

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| | | <p>plan</p> <ul style="list-style-type: none"> • That their bodies are good and made by God • The names of the parts of the body (not genitalia) • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene | <p>key decision made by individual schools)</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • The importance of sleep, rest and recreation for our health; • How to maintain personal hygiene | <p>arises from being loved by God (not status, etc)</p> <ul style="list-style-type: none"> • 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 | | <p>arises from being loved by God (not status, etc)</p> | <p>bodies as a gift from God to be looked after well, and treated appropriately</p> <ul style="list-style-type: none"> • 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. |
| | | Year F | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | E-Safety | <ul style="list-style-type: none"> • I can identify ways that I can put | <ul style="list-style-type: none"> • I can recognise that informatio | <ul style="list-style-type: none"> • I can explain how information put online | <ul style="list-style-type: none"> • I can search for information | <ul style="list-style-type: none"> • I can describe how others can find out information | <ul style="list-style-type: none"> • I can search for information about an | <ul style="list-style-type: none"> • I can explain how I am developing an online |

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| | Online Reputation | information on the internet. | <p>information can stay online and could be copied.</p> <ul style="list-style-type: none"> I can describe what information I should not put online without asking a trusted adult first. | <p>information about me can last for a long time.</p> <ul style="list-style-type: none"> I know who to talk to if I think someone has made a mistake about putting something online. | <p>information about myself online.</p> <ul style="list-style-type: none"> I can recognise I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online. | <p>information about me by looking online.</p> <ul style="list-style-type: none"> I can explain ways that some of the information about me online could have been created, copied or shared by others. | <p>information individual online and create a summary report of the information I find.</p> <ul style="list-style-type: none"> I can describe ways that information about people online can be used by others to make judgments about an individual. | <p>information reputation which will allow other people to form an opinion of me.</p> <ul style="list-style-type: none"> I can describe some simple ways that help build a positive online reputation. |
| | E-Safety Online Bullying | <ul style="list-style-type: none"> I can describe ways that some people can be unkind online. I can offer examples of how this can make | <ul style="list-style-type: none"> I can describe how to behave online in ways that do not upset others and can give examples. | <ul style="list-style-type: none"> I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. | <ul style="list-style-type: none"> I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them. | <ul style="list-style-type: none"> I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). | <ul style="list-style-type: none"> I can recognise when someone is upset, hurt or angry online. I can describe how to get help for someone that is being bullied online and assess | <ul style="list-style-type: none"> I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can identify a range of ways |

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| | | others feel. | | <ul style="list-style-type: none"> I can talk about how someone can/would get help about being bullied online or offline. | | <ul style="list-style-type: none"> I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). | <p>when I need to do or say something or tell someone.</p> <ul style="list-style-type: none"> I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). | to report concerns both in school and at home about online bullying. |
| | | Year F | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Spring 1 Health and Wellbeing | PSHE | <ul style="list-style-type: none"> Understanding my feelings and the | <ul style="list-style-type: none"> Understanding my emotions What am I like? | <ul style="list-style-type: none"> Experiencing different emotions •Being active | <ul style="list-style-type: none"> My healthy diary Relaxation Who am I? | <ul style="list-style-type: none"> Diet and dental health Visualisation Celebrating | <ul style="list-style-type: none"> Relaxation The importance of rest | <ul style="list-style-type: none"> What can I be? Mindfulness |

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| | | <ul style="list-style-type: none"> feelings of others say how I feel at different times My likes and dislikes Confident to try new activities – building independence and perseverance | <ul style="list-style-type: none"> Ready for bed Relaxation | <ul style="list-style-type: none"> Relaxation Steps to success | | <ul style="list-style-type: none"> mistakes | <ul style="list-style-type: none"> Embracing failure Going for goals | <ul style="list-style-type: none"> Taking responsibility for my health |
| | RSE Module 1 Created and Loved by God (Emotional) | <ul style="list-style-type: none"> That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and | <ul style="list-style-type: none"> That it is natural for us to relate to and trust one another That we all have different ‘tastes’ (likes and dislikes), | <ul style="list-style-type: none"> In a simple way that feelings and actions are two different things, and that our good actions can ‘form’ our | <ul style="list-style-type: none"> That emotions change as they grow up (including hormonal effects) A deeper understanding of the range and | <ul style="list-style-type: none"> That images in the media do not always reflect reality and can affect how people feel about themselves That some behaviour is | <ul style="list-style-type: none"> That images in the media do not always reflect reality and can affect how people feel about themselves | <ul style="list-style-type: none"> That emotions change as they grow up (including hormonal effects) About emotional well-being: that beauty, art, etc. |

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| | <p>Wellbeing)</p> | <p>respected, to be safe etc)</p> <ul style="list-style-type: none"> • That it is natural for us to relate to and trust one another • A language to 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 we have choices and these choices can | <p>but also similar needs (to be loved and respected, to be safe etc)</p> <ul style="list-style-type: none"> • A language to describe our feelings | <p>feelings and our character</p> <ul style="list-style-type: none"> • 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 | <p>intensity of their feelings; that 'feelings' alone are not good guides for action</p> <ul style="list-style-type: none"> • What emotional well-being means; • That positive actions help emotional well-being (beauty, art, etc. lift the spirit) • That talking to trusted people helps emotional well-being (eg parents/carer/teacher/ parish priest) | <p>wrong, unacceptable, unhealthy and risky</p> <ul style="list-style-type: none"> • That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media | <ul style="list-style-type: none"> • 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 | <p>can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being</p> <ul style="list-style-type: none"> • The difference between harmful and harmless videos and images |
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| | | <p>impact how we feel and respond.</p> <ul style="list-style-type: none"> • We can say sorry and forgive like Jesus | | | | | | |
| | <p>E-Safety</p> <p>Managing Online Information</p> | <ul style="list-style-type: none"> • I can talk about how I can use the internet to find things out. • I can identify devices I could use to access information on the internet. • I can give simple examples of how to find information (e.g. search) | <ul style="list-style-type: none"> • I can use the internet to find things out. • I can use simple keywords in search engines. • I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes | <ul style="list-style-type: none"> • I can use keywords in search engines. • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). • I can explain what voice activated searching is | <ul style="list-style-type: none"> • I can use key phrases in search engines. • I can explain how the internet can be used to sell and buy things. • I can explain the difference between a 'belief', an 'opinion' and a 'fact'. • I can explain what autocomplete is and how to choose the best suggestion. | <ul style="list-style-type: none"> • I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. • I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; | <ul style="list-style-type: none"> • I can use different search technologies. • I can evaluate digital content and can explain how I make choices from search results. • I can explain key concepts including: <ul style="list-style-type: none"> • data, information, fact, opinion belief, true, false, valid, reliable and evidence. • I understand the difference between online mis-information | <ul style="list-style-type: none"> • I can use search technologies effectively. • I can explain how search engines work and how results are selected and ranked. • I can demonstrate the strategies I would apply to be discerning in evaluating digital content. • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present |

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| | | <p>engine, voice activated searching).</p> | <p>me feel sad, uncomfortable worried or frightened.</p> | <p>and how it might be used (e.g. Alexa, Google Now, Siri).</p> <ul style="list-style-type: none"> I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be true. | | <p>in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <ul style="list-style-type: none"> I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. | <p>(inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <ul style="list-style-type: none"> I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online. I can explain why some information I find online may not be | <p>'opinions' as 'facts'.</p> <ul style="list-style-type: none"> I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. I can identify, flag and report inappropriate content. |
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| | | | | | | | <p>honest, accurate or legal.</p> <ul style="list-style-type: none"> I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). | |
| | | Year F | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Spring 2 Health and Wellbeing | PSHE | <ul style="list-style-type: none"> Manage own basic hygiene – toilet/dressing/ hand washing Know healthy and | <ul style="list-style-type: none"> Hand washing & personal hygiene Sun safety Allergies People who help us stay healthy | <ul style="list-style-type: none"> Growth mindset Healthy diet Dental health | <ul style="list-style-type: none"> My superpowers Breaking down barriers Dental health | <ul style="list-style-type: none"> My role •My happiness Emotions Mental health | <ul style="list-style-type: none"> Taking responsibility for my feelings Healthy Meals • Sun safety | <ul style="list-style-type: none"> Resilience toolkit •Immunisation Health concerns • Creating habits |

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| | | <p>unhealthy foods</p> <ul style="list-style-type: none"> • Know how to keep our teeth clean • Appropriate clothing for different weather | | | | | | |
| | <p>RSE Module 2 Created to love others (Religions Understanding)</p> | <p>Children can express that:</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | | | <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • That God calls us to love others • Ways in which we can participate in God's call to us |

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| | <p style="text-align: center;">E-Safety</p> <p style="text-align: center;">Health, Wellbeing and Lifestyle</p> | <ul style="list-style-type: none"> I can identify rules that help keep us safe and healthy in and beyond the home when using technology . I can give some simple examples. | <ul style="list-style-type: none"> I can explain rules to keep us safe when we are using technology both in and beyond the home. I can give examples of some of these rules. | <ul style="list-style-type: none"> I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me. | <ul style="list-style-type: none"> I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). | <ul style="list-style-type: none"> I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time. | <ul style="list-style-type: none"> I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. |

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| | | | | | | | | the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). |
| | | Year F | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Summer 1 Citizenship | PSHE | Responsibility <ul style="list-style-type: none"> • Explain reasons for rules • Know right and wrong choices and try to make good choices • Sensitive to others needs and emotions • Community | Responsibility <ul style="list-style-type: none"> • Rules • Caring for others: Animals • The needs of others Community <ul style="list-style-type: none"> • Similar, yet different • Belonging Democracy <ul style="list-style-type: none"> • Democratic decisions | Responsibility <ul style="list-style-type: none"> • Rules beyond school • Our school environment • Our local environment Community <ul style="list-style-type: none"> • Job roles in our local community • Similar yet different: My local community Democracy <ul style="list-style-type: none"> • School Council <ul style="list-style-type: none"> • Giving my opinion | Responsibility <ul style="list-style-type: none"> • Rights of the child • Rights and responsibilities • Recycling Community <ul style="list-style-type: none"> • Local community groups • Charity Democracy <ul style="list-style-type: none"> • Local democracy • Rules | Responsibility <ul style="list-style-type: none"> • What are human rights? • Caring for the environment Community <ul style="list-style-type: none"> • Community groups • Contributing • Diverse communities Democracy <ul style="list-style-type: none"> • Local councillors | Responsibility <ul style="list-style-type: none"> • Breaking the law • Rights and responsibilities • Protecting the planet Community <ul style="list-style-type: none"> • Contributing to the community • Pressure groups Democracy <ul style="list-style-type: none"> • Parliament | Responsibility <ul style="list-style-type: none"> • Human rights • Food choices and the environment • Caring for others Community <ul style="list-style-type: none"> • Prejudice and discrimination • Valuing diversity Democracy <ul style="list-style-type: none"> • National democracy |

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| | | <ul style="list-style-type: none"> • Know some people who help us • Democracy • Set and work towards simple goals | | | | | | |
| | RSE Module 1 Life Cycles | <p>Children can express that:</p> <ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult | | <p>Children can describe:</p> <ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult | | <p>Children can explain:</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Correct naming of genitalia • What changes will happen to boys during puberty • What changes will happen to girls during puberty | <ul style="list-style-type: none"> • 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 • Some practical help on how to manage the onset of menstruation |
| | E-Safety | <ul style="list-style-type: none"> • I can identify some simple | <ul style="list-style-type: none"> • I can recognise more detailed | <ul style="list-style-type: none"> • I can describe how online information | <ul style="list-style-type: none"> • I can give reasons why I should only share | <ul style="list-style-type: none"> • I can explain what a strong password is. | <ul style="list-style-type: none"> • I can create and use strong and | <ul style="list-style-type: none"> • I use different passwords for a range of online services. |

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| | <p>Privacy and Security</p> | <p>examples of my personal information (e.g. name, address, birthday, age, location).</p> <ul style="list-style-type: none"> I can describe the people I can trust and can share this with; I can explain why I can trust them. | <p>examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p> <ul style="list-style-type: none"> I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect | <p>about me could be seen by others.</p> <ul style="list-style-type: none"> I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices. | <p>information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <ul style="list-style-type: none"> I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others. | <ul style="list-style-type: none"> I can describe strategies for keeping my personal information private, depending on context. I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this. I can explain how internet use can be monitored. | <p>secure passwords.</p> <ul style="list-style-type: none"> I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a | <ul style="list-style-type: none"> I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). I know what to do if my password is lost or stolen. I can explain what app permissions are and can give some examples from the technology or services I use. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which |
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| | | | informatio n and devices. | | | | trusted adult before purchasing. | some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). |
| | | Year F | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Summer 2 Economic Wellbeing Transition | PSHE | Money <ul style="list-style-type: none"> • Talk about money in everyday language • Saving money • Career and aspirations • Talk about different jobs people do and wonder what they | Money <ul style="list-style-type: none"> • Introduction to money • Looking after money • Banks and building societies • Saving and spending Career and aspirations <ul style="list-style-type: none"> • Jobs in school | Money <ul style="list-style-type: none"> • Where money comes from • Needs and wants • Wants and needs • Looking after money Career and aspirations <ul style="list-style-type: none"> • Jobs | Money <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others • Impact of spending Career and aspirations <ul style="list-style-type: none"> • Jobs and careers • Gender and careers | Money <ul style="list-style-type: none"> • Spending choices/ value for money • Keeping track of money • Looking after money Career and aspirations <ul style="list-style-type: none"> • influences on career choices • Jobs for me | Money <ul style="list-style-type: none"> Borrowing • Income and expenditure • Risks with money • Prioritising spending Career and aspirations <ul style="list-style-type: none"> • Stereotypes in the workplace | Money <ul style="list-style-type: none"> • Attitudes to money • Keeping money safe • Gambling Career and aspirations <ul style="list-style-type: none"> • What jobs are available • Career routes |

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| | | might like to be when they are older | | | | | | |
| | <p style="text-align: center;">RSE Module 3 – Created to live in community (Living in the Wider World)</p> | <p>Children can express:</p> <ul style="list-style-type: none"> • 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 | <p>Children can explain</p> <ul style="list-style-type: none"> • 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 | | <p>Children can describe that:</p> <ul style="list-style-type: none"> • 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 • The Church family comprises home, school and parish (which is part of the diocese) | <p>Children can explain:</p> <ul style="list-style-type: none"> • 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 | <p>Children can explain:</p> <ul style="list-style-type: none"> • How to apply the principles of Catholic Social Teaching to current issues • Ways in which they can spread God’s love in their community | |

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| | | 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 | | | | | |
| | E-Safety Copyright and Ownership | <ul style="list-style-type: none"> I know that work I create belongs to me. I can name my work so that others know it belongs to me. | <ul style="list-style-type: none"> I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others | <ul style="list-style-type: none"> I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people. | <ul style="list-style-type: none"> I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be. | <ul style="list-style-type: none"> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples. | <ul style="list-style-type: none"> I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused. |

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| | | | know it belongs to me (e.g. filename, name on content). | | | | | |
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| Cross Curricular Threads | |
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| Computing | E Safety; computer skills; keeping safe online |
| RE | Gospel values; |
| Maths | Money – value of coins |