

# St William of York Catholic Primary School



## PSHE (Including Relationships and Sex Education (RSE))

Signed \_\_\_\_\_ Chair of Governors

\_\_\_\_\_ Head Teacher

Date: November 2025

Review date: November 2028

## Our Mission Statement

### **TOGETHER EVERYONE ACHIEVES MORE.**

To go forward in Christ, to respect our neighbour and to always give our best.

#### **Introduction**

Under the *Relationships Education, RSE, and Health Education (England) Regulations 2019*, made under sections 34 and 35 of the *Children and Social Work Act 2017*, schools are required to teach:

- relationships education (all primary aged pupils)
- relationships and sex education (RSE) (all secondary aged pupils)
- health education (all pupils in state-funded schools only)

At St William of York, as a Catholic school, we are guided by the Catholic Education Service who state that Catholic schools are required to deliver Relationship and Sex Education (RSE) in accordance with the teachings of the Church. We take this approach in conjunction with the guidance issued by the DfE. The Catholic Education Service use the term 'RSE'.

#### **Rationale**

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

Our RSHE approach is grounded in the Catholic understanding that every person is created in God's image and deserves dignity and respect. Teaching about relationships and sexuality sits within a positive Christian vision of the human person, shaped by the loving communion of the Trinity.

RSHE is taught within the wider PSHE framework, supporting pupils' physical, emotional, spiritual, moral, social and intellectual development. It presents Christ's message as good news, helping children understand both the gifts and responsibilities of growing up.

All teaching follows Church guidance, highlighting the importance of marriage and family life while respecting every child's background and preparing them for life in modern Britain. Our programme promotes stable, loving relationships, personal responsibility and virtues that reflect respect for self and others.

We work with parents and carers to nurture pupils' confidence, compassion and understanding, offering age-appropriate, prudent education rooted in a Catholic vision of human dignity and flourishing.

#### **Aim**

St William of York Primary School delivers a programme that meets the statutory requirements for Relationships, Sex and Health Education introduced in September 2020, while remaining faithful to our Catholic identity and mission. As part of PSHE, all statutory elements of Relationships Education and Health Education (2025) are included within our curriculum.

Our policy outlines how RSHE supports pupils' spiritual, moral, social, emotional and physical development, preparing them for the responsibilities and opportunities of growing up today. Guided by our mission and using the Archdiocesan resource *Journey in Love* (2020), we aim to nurture the whole child, helping pupils understand the emotional, social, physical and moral dimensions of relationships within a Christian vision of human flourishing.

The wider statutory curriculum is delivered through a cross-curricular approach, with key contributions from RE (*To Know You More Clearly* and *Come and See*), *Journey in Love*, PSHE (1decision), science and computing. We seek to recognise each child's dignity as a child of God and provide a curriculum that supports their spiritual, academic, social and emotional growth. Working together as a staff, we have shaped a curriculum that engages our pupils and reflects the world in which they are growing up.

### **Subject Content**

'PSHE education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.'

PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and member of society.'

(PSHE Association 2024)

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information inline with the National Curriculum for Science.

Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

As part of PSHE, the statutory elements of relationships and health education (relationships education, health education and sex education) are all included within the curriculum content.

### **Relationships Education**

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

### **Health Education**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### **Sex Education**

- Conception (Year 6 – Journey in Love)
- 

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

A whole school curriculum overview for PSHE and RSE can be found within the appendix.

### **How the Subject is Taught**

The teaching of PSHE and RSE is progressive and builds on prior knowledge so that the content is age appropriate (and building knowledge progressively).

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2020 this includes \*sexual intercourse at Year 6. (See right of withdrawal).

We have considered the Public Health England's Intelligence Team's report for the local area of Thornton, the age, stage and feelings of pupils and we have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet our school's needs.

As a school, we ensure that the PSHE and RSHE curriculum work in conjunction with other core and foundation subjects to provide a broad and well-matched curriculum for the pupils in our care (see appendix). We also enrich pupils' personal development and cultural capital through a range of themed days and themed weeks across the year, giving children meaningful opportunities to deepen their understanding, celebrate diversity and apply their learning in real and engaging contexts, for example Anti-bullying week (please see our Personal Development tracker in the appendix).

All curriculum content may be supplemented and enhanced through carefully selected external visitors and providers. Each visitor is vetted by school, with relevant safeguarding procedures shared, and a member of staff is always present during their sessions. These contributors are chosen specifically to enrich learning and to meet the needs and interests of the children in our school. There may be a time when a themed week or specific event may have a visitor that is not listed. In this event, parents would be made aware and the content of the session would be checked before delivery.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. This was discussed with staff as a whole to ensure consistency across the school.

All staff contribute to teaching RSHE, as it is an integral part of the Teaching Standards. Staff are encouraged to discuss any questions or concerns with the head teacher to ensure they feel fully supported.

Staff responsibilities include:

- Delivering RSHE thoughtfully and sensitively, in line with Church teaching.
- Modelling positive attitudes towards RSHE and respectful relationships.
- Supporting and monitoring pupils' progress in understanding.
- Responding to the individual needs of pupils.
- Respecting parental wishes for pupils to be withdrawn from the non-statutory elements of RSE.

This approach ensures that RSHE is taught confidently, consistently, and in a way that nurtures the whole child.

### **Roles and Responsibility**

A collective approach ensures that RSHE is delivered consistently, safely, and effectively, supporting the spiritual, moral, social, emotional and physical development of all pupils.

**Head Teacher:** Leads the strategic implementation of the RSHE policy, ensuring it aligns with the school's Catholic ethos. Monitors the quality of teaching, supports staff training, and ensures safeguarding procedures are followed.

**PSHE/RSHE Lead:** Oversees curriculum planning and delivery, supports teachers, monitors teaching and learning, evaluates pupil progress, and ensures resources and external visitors meet school standards and safeguarding requirements.

**Class Teachers / Teachers Delivering PSHE:** Deliver RSHE lessons using approved content and resources, respond to pupils' questions in line with the policy, monitor progress, and adapt teaching to meet pupils' needs. Ensure a safe learning environment and follow safeguarding procedures at all times.

**Support Staff / Pastoral Staff:** Support pupils during lessons and across the wider curriculum, assist in creating a positive and safe learning environment, and contribute to the monitoring of pupils' personal, social, and emotional development. Our Pastoral Lead has an open door policy and is always available to our parents.

**Governors:** Provide oversight of the RSHE policy, ensure statutory compliance, and monitor the quality and impact of teaching.

**All Staff:** Ensure that external visitors are supervised, safeguarding procedures are followed, and that any contributions from outside agencies enrich learning in a way that meets the needs of pupils and supports the aims of the RSHE policy.

### **Right to withdraw**

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within '*Journey In Love*' the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the head teacher. The head teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

### **Accessibility for All Pupils**

Through careful planning and delivery, we ensure that Relationships Education, Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to their different abilities, levels of maturity and developmental stages. We are also sensitive to pupils' wider personal circumstances—for example, their family structures, care arrangements, or significant changes at home—as well as aspects of their identity such as sexual orientation, faith, or culture. Our programmes are taught in a way that is inclusive and respectful, ensuring that no pupil feels singled out, marginalised, or at risk of discrimination. We take care to acknowledge and represent the diversity of children's lived experiences so that all pupils feel seen, supported, and safe within our setting.

We recognise that some pupils may be more vulnerable to exploitation, bullying, or other safeguarding concerns due to the nature of their special educational needs and disabilities (SEND) or other individual circumstances. Teaching staff respond sensitively and proactively to each child's specific needs, ensuring that all learners can access the curriculum safely and meaningfully. This may involve making thoughtful adaptations—such as providing additional adult support, using visual cues or alternative communication methods, offering extended processing time, or creating structured and predictable learning environments. We also promote inclusive approaches that consider a wide range of vulnerabilities, including social,

emotional, linguistic, and cultural factors, so that every child feels secure, valued, and able to participate fully.

We recognise that Relationships Education, Sex Education and Health Education can also be particularly important subject for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. As such, at St William of York we take into consideration all these factors when designing and teaching these subjects.

### **Monitoring and Evaluation**

Our RSE Leader, Mrs Hall, and our PSHE Leader, Mrs Stalker, work alongside the senior leadership team to monitor the delivery and impact of the programme. They evaluate the quality of teaching and learning through monitoring of evidence, learning walks and pupil voice activities linked to '*1Decision*' and '*Journey in Love*'. Termly staff training and updates from Government guidance support continued professional development and ongoing curriculum development to meet the needs of our pupils and staff.

### **Parental Access to Curriculum Materials**

We actively encourage parents to access key resources—such as '*1Decision*' (our PSHE scheme of work) and '*Journey in Love*' (our RSE scheme of work)—through parent portals, our school website, or by request at the school office. We also keep parents informed when important visitors, such as the school nurse or police, are working with pupils, using clear communication channels including School Spider and the school newsletter. In addition, we offer purposeful and accessible parent workshops, such as those focused on Online Safety, to ensure families feel well supported and confident in helping their children navigate these areas.

### **Answering Questions**

If pupils ask questions outside the scope of our planned curriculum, teachers respond in a sensitive and appropriate manner so that pupils are fully informed and do not seek potentially unsafe answers online. Each classroom has an *Ask-it Basket*, which allows pupils to submit questions anonymously, particularly around sensitive topics. This enables staff to address misconceptions, ensure questions are age-appropriate, and respond to themes that may not be covered within primary sex education.

In line with DfE guidance, teachers use anatomically correct names for body parts when addressing questions or correcting misunderstandings, including for pupils who have been withdrawn from the sex-education elements of the curriculum. Responses relating to relationships and sex education are always framed in accordance with Church teaching, DfE guidelines, and the principles of *Journey in Love*, ensuring clarity, respect, and consistency across the school.

These expectations and approaches have been discussed with all staff to ensure a shared understanding of how to handle sensitive issues appropriately and consistently.

### **Policy Development and Review**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Archdiocese Education Advisors, Head Teacher, Deputy Head Teacher, RE lead, PHSE lead, RSE lead and RSE Governor.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation –Policy shared with parents and any interested parties 4. Pupil consultation

5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy is reviewed every 3 years or sooner, if guidance changes.

## **Appendices**

Primary Relationships Education Statutory Learning Opportunities

Curriculum Overview- 1 decision

- Journey in love

- -RED

## **Appendix 1**

### **Primary Relationships Education Statutory Learning Opportunities**

#### **Families and people who care for me.**

	<b>Year group</b>
That families are important for children growing up because they can give love, security and stability.	1, 2, 3, 4, 5, 6
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	1, 2, 3, 4, 5, 6,
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	1, 4, 5, 6
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	1, 2, 3, 4, 5, 6
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	4, 5
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	3, 4, 5

#### **Caring friendships**

How important friendships are in making us feel happy and secure, and how people choose and make friends	1, 2, 4, 5
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1, 2, 3, 4, 5, 6,
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	1, 2, 3, 4, 5
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	1, 2, 4
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	1, 2, 3, 4, 5, 6

#### **Respectful relationships**

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	1, 2, 3, 4, 5, 6
--	------------------



Practical steps they can take in a range of different contexts to improve or support respectful relationships	1, 2, 4, 5, 6
The conventions of courtesy and manners	2, 4, 5, 6
The importance of self-respect and how this links to their own happiness	2, 4
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	1, 2, 3, 4, 5, 6
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	1, 2, 4, 5
What a stereotype is, and how stereotypes can be unfair, negative or destructive	6
The importance of permission-seeking and giving in relationships with friends, peers and adults	2, 3, 4, 5, 6

### **Online relationships**

That people sometimes behave differently online, including by pretending to be someone they are not	1, 2, 3, 5, 6
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous	1, 2, 4, 5
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	2, 3, 5
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	2, 3, 4, 5, 6
How information and data is shared and used online	1, 2, 5

### **Being safe**

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	1, 2, 3, 4, 5, 6
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	2, 4, 5
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	1, 3, 4, 5
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	2, 3, 4, 5, 6
How to recognise and report feelings of being unsafe or feeling bad about any adult	1, 2, 3, 4, 5, 6
How to ask for advice or help for themselves or others, and to keep trying until they are heard	1, 2, 3, 4, 5, 6
How to report concerns or abuse, and the vocabulary and confidence needed to do so	1, 2, 3, 4, 5, 6
Where to get advice from e.g. family, school and/or other sources	1, 2, 3, 4, 5, 6

### **Mental wellbeing**

That mental wellbeing is a normal part of daily life, in the same way as physical health	4, 5
--	------

That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	1, 2, 3, 4, 5
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	1, 2, 3, 4, 5, 6
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	1, 2, 3, 4, 5, 6
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	4, 5
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	1, 2, 3, 4, 5, 6,
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	2, 3, 4, 5,
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	1, 2, 4, 5,
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	2, 3, 4, 5, 6
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	6

### **Internet safety and harms**

That for most people the internet is an integral part of life and has many benefits	5
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	2, 4, 5,
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	1, 2, 3, 4, 5, 6
Why social media, some computer games and online gaming, for example, are age restricted	2, 5, 6
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	1, 2, 4, 5, 6
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	5
Where and how to report concerns and get support with issues online	1, 2, 3, 4, 5, 6

### **Physical health and fitness**

The characteristics and mental and physical benefits of an active lifestyle	4, 5
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	2, 4, 5
The risks associated with an inactive lifestyle (including obesity)	2, 4, 5

How and when to seek support including which adults to speak to in school if they are worried about their health	4, 5
--	------

### **Healthy eating**

What constitutes a healthy diet (including understanding calories and other nutritional content)	2, 4
The principles of planning and preparing a range of healthy meals	2, 4
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	2, 4, 5

### **Drugs, alcohol and tobacco**

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	1, 2, 3, 5, 6
---	---------------

### **Health and prevention**

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	5
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	4
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	2, 4
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	1, 4
The facts and science relating to allergies, immunisation and vaccination	3

### **Basic first aid**

How to make a clear and efficient call to emergency services if necessary	1, 2, 3
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	

### **Changing adolescent body**

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	5
About menstrual wellbeing including the key facts about the menstrual cycle	5, 6

## Appendix 2 - 1decision curriculum map

### 2 - Suggested topic delivery overview - Year by Year Breakdown

Suggested for years 1 5-8 Resources	Suggested for years 2 5-8 Resources	Suggested for years 3 5-8 Resources	Suggested for year 4 8-11 Resources	Suggested for year 5 8-11 Resources	Suggested for year 6 8-11 Resources
KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE
Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative
KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY
Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS	GROWING AND CHANGING	GROWING AND CHANGING	GROWING AND CHANGING
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	Puberty Adults' & Children's Views	Conception Assessment - Summative
BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
Assessment - Baseline Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' & Children's Views	Stealing Assessment - Summative
FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment - Summative
COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
Assessment - Baseline Online Bullying	Image Sharing Computer Safety Documentary	Making Friends Online Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' & Children's Views	Making Friends Online Assessment - Summative
OUR WORLD	OUR WORLD	OUR WORLD	THE WORKING WORLD	THE WORKING WORLD	THE WORKING WORLD
Assessment - Baseline Growing in Our World	Living in Our World Working in Our World	Looking After Our World Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' & Children's Views	In-App Purchases Assessment - Summative
HAZARD WATCH This module is suggested for years 1-3 and can be delivered where suitable			A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT
Assessment - Baseline • Is it safe to eat or drink? • Is it safe to play with? Assessment - Summative			Assessment - Baseline Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views	British Values Assessment - Summative

## Appendix 3 - RSE Curriculum Mapping 2021-22

\*Please find other faith topics at the end of this document

EYFS				
RE Topic	Links with RSE	Come & See Linked Learning Focus	A Journey in Love Focus	Possible Activity
Why am I precious?	<ul style="list-style-type: none"> <li>Each one's name is important</li> <li>I am special and have a special name</li> <li>I have a family name</li> </ul>	Learning Focus 1- God knows and loves me. God knows my name/ God knows each person's name.	<b>Social and Emotional-</b> To recognise the joy of being a special person in my family.	Who lives in your family? Draw and name each person.

	<ul style="list-style-type: none"> <li>Everyone is precious to God</li> </ul>			
<b>Why is welcome important?</b>	<ul style="list-style-type: none"> <li>How we are made to feel welcome</li> <li>How do we show others that they are welcomed</li> <li>How is a baby welcomed into a family</li> </ul>	Explore- Celebration of welcome into school/ Celebration of welcome into school, class or other setting.	<b>Spiritual-</b> To celebrate the joy of being a special person in God's family.	Create a family tree with names of all persons in the family and show your special place in your family.
<b>Why do we celebrate Birthdays?</b>	<ul style="list-style-type: none"> <li>Why do we celebrate birthdays</li> <li>What a birthday is</li> <li>What people do while they wait for a birthday</li> <li>Some of the ways birthdays are celebrated</li> </ul>	Explore- Discover what a birthday is and how it may be celebrated/ appreciate how birthdays are waited for and celebrated.	<b>Physical-</b> To recognise that we are all different and unique.	Create a whole class display depicting: eye colours, hair colours, hand sizes, finger prints, birthdays.
<b>What and why do people celebrate?</b>	<ul style="list-style-type: none"> <li>Why is celebrating important</li> <li>What is good about celebrating together</li> <li>What a celebration is</li> <li>Different elements of celebration</li> <li>Different ways of celebrating</li> </ul>	Learning Focus 1- God knows and loves me, God knows my name/ What the parish family celebrates.	<b>Spiritual-</b> To celebrate the joy of being a special person in God's family.	Plan a class act of worship celebrating some of the joys of being unique and special to God.
<b>Why do people gather together?</b>	<ul style="list-style-type: none"> <li>Why do we gather together</li> <li>How we gather as a church/parish family</li> <li>What are the things that are better done together and why</li> <li>The importance of gathering</li> </ul>	Explore- Discover what activities children and families like to do together/ Discover what activities children and families like to do together- discover that we need the support and	<b>Social and Emotional-</b> To recognise the joy of being a special person in my family.	How does your family show that you are special to them and in what ways do they keep you safe? Choose how to display all the ways that your family show you that you are special and keep you safe.

		encouragement of each other.		
<b>How and why do things grow?</b>	<ul style="list-style-type: none"> <li>• The ways in which we grow</li> <li>• That spring is a time when things begin to grow</li> <li>• The ways in which we can grow in love to be more like Jesus</li> </ul>	Learning Focus 1- Learn about Lent; a time for growing in Love/ Learn about Lent; a time to grow more like Jesus.	<b>Spiritual-</b> To celebrate the joy of being a special person in God's family.	Dramatise (through role play) the joy of being loved and cared for in our families.
<b>What is good news?</b>	<ul style="list-style-type: none"> <li>• How they and others feel when they have good news.</li> <li>• The joy and happiness the good news brings</li> <li>• That everyone has good news to share</li> </ul>	Explore- That everyone has good news to share/ that everyone has good news to tell.	<b>Physical-</b> To recognise that we are all different and unique.	Design a 'thank you' card for God, thanking him for creating us.
<b>Is it good to have friends?</b>	<p>How friends make us feel happy, comfortable and glad</p> <ul style="list-style-type: none"> <li>• What breaks and mends friendships:</li> <li>• It is good to have friends</li> <li>• How we can change and say sorry and forgive each other</li> </ul>	Learning Focus 1- We can be friends of Jesus/ Jesus had friends/ We can be friends of Jesus.	<b>Physical-</b> To recognise that we are all different and unique.	Create a whole class display that shows how we are all friends together e.g. take photographs/ display artwork of children playing together, sharing and being kind.
<b>What makes our world so wonderful?</b>	<ul style="list-style-type: none"> <li>• How wonderful our world is</li> <li>• How we could make God's world even more wonderful</li> <li>• What would happen if we did not look after our world</li> </ul>		<b>Social and Emotional-</b> To recognise the joy of being a special person in my family.	Draw and talk about/ label all the people you can go to if you are worried or need help.

	<ul style="list-style-type: none"> <li>• What we love about our world.</li> <li>• What fills us with wonder about our world</li> <li>• Everyone shares God's world</li> <li>• How we would feel if we did not work together to share God's world</li> </ul>			
--	---	--	--	--

Year 1				
RE Topic	Links with RSE	Come & See Learning Focus	A Journey in Love Focus	Possible Activity
<b>Why do we have a family and who is my family?</b>	<p>How families show love and care for each other</p> <ul style="list-style-type: none"> <li>• God's love and care for them and their families.</li> <li>• How God shows love and care for individuals, families and all of creation</li> </ul>	Explore- The love and care shown in the family.	<b>Social and Emotional-</b> To recognise the signs that I am loved in my family.	Draw your family showing some of the ways they show you love and kindness.
<b>What does it mean to belong?</b>	<ul style="list-style-type: none"> <li>• What it feels like to belong</li> <li>• The experience of belonging to their family and the Church family</li> <li>• How babies are welcomed into the Church family</li> <li>• Parents are blessed</li> </ul>	Learning Focus 1- Jesus loves us.	<b>Spiritual-</b> To celebrate ways that God loves and cares for us.	Compose a Litany of Thanksgiving to God for his constant love, care, protections and keeping us safe.
<b>Is waiting always difficult?</b>	<p>How we feel when we are waiting</p> <ul style="list-style-type: none"> <li>• Why waiting can be difficult at times</li> </ul>	Explore- The times it is necessary to wait and how we use that time.	<b>Physical-</b> To recognise how I am cared for and kept safe in my family.	Why do you think our families set rules and regulations/ boundaries for their children to follow?

	<ul style="list-style-type: none"> <li>• Others may help us as we wait</li> <li>• We can help others</li> </ul>			Create posters showing some of these ideas on staying safe.
<b>What makes a person special?</b>	<ul style="list-style-type: none"> <li>• Special people help us</li> <li>• What makes a person special</li> <li>• How we can love and serve each other</li> <li>• There are people who do special jobs at Mass when the parish family gathers</li> <li>• Some of ways in which these people help</li> </ul>	Explore- There are special people in our lives who are there to help us.	<b>Social and Emotional-</b> To recognise the signs that I am loved in my family.	Encourage children to retell situations when their families kept them safe and protected.
<b>What makes some meals special?</b>	<p>What important for a happy meal</p> <ul style="list-style-type: none"> <li>• What makes a family meal special</li> <li>• Preparation for a meal#</li> <li>• How we love and serve Jesus</li> <li>• How it is good to say thank you for our meals</li> </ul>	Learning Focus 1- Catholics go to Mass: A special meal.	<b>Physical-</b> To recognise how I am cared for and kept safe in my family.	Create a collage showing all the ways we can stay fit and healthy.
<b>How and why do things change?</b>	<p>How the season change.</p> <ul style="list-style-type: none"> <li>• The ways we change and grow in love and kindness.</li> <li>• How we can change and make a new start in Lent.</li> </ul>	Explore- We change and grow.	<b>Physical-</b> To recognise how I am cared for and kept safe in my family.	Draw around your hand and on each finger; write ways you have grown and changed.



<b>Do we need holidays and Holydays ?</b>	<ul style="list-style-type: none"> <li>• Why are holidays different from ordinary days</li> <li>• What makes holidays happy times</li> <li>• How holidays are times to relax and do something different</li> <li>• We should thank God for holidays and our wonderful world</li> </ul>	Learning Focus 6- Spreading the Good News.	<b>Spiritual-</b> To celebrate ways that God loves and cares for us.	Create a set of family rules to show how we can live in peace and harmony using God's loving examples (include the words please, sorry and thank you).
<b>Why should we be sorry?</b>	<p>Making choices that help us feel happy.</p> <ul style="list-style-type: none"> <li>• Making choices that make us feel unhappy.</li> <li>• What helps us to make good choices</li> <li>• How would it be if everyone followed Jesus' new rule to 'love one another'</li> <li>• Sometimes hard to say sorry and to forgive.</li> <li>• It is good to say sorry</li> <li>• The end of the day is a good time to reflect on the choices made and to ask God's forgiveness</li> </ul>	Explore- We have choice. Sometimes we use it well and sometimes we make wrong choices.	<b>Social and Emotional-</b> To recognise the signs that I am loved in my family.	Work in small adult led groups and share scenarios of someone being teased or bullied. How could the characters/ scenarios change their behaviour for the better? Encourage role play activities.
<b>Who is my neighbour?</b>	<ul style="list-style-type: none"> <li>• Who is our neighbour</li> <li>• What makes a good neighbour</li> <li>• How we can be a good neighbour</li> <li>• What happens if someone is not a good neighbour</li> </ul>		<b>Spiritual-</b> To celebrate ways that God loves and cares for us.	

Year 2				
RE Topic	Links with RSE	Come & See Learning Focus	A Journey in Love Focus	Possible Activity
<b>Who made the world and everything in it?</b>	<ul style="list-style-type: none"> <li>• How you feel when you begin anything new</li> <li>• Why some beginnings are easy and some are difficult</li> <li>• How we begin our day</li> <li>• How each day is a new beginning</li> <li>• God cares for everyone.</li> <li>• God being present in all new beginnings</li> </ul>	Learning Focus 2- God was there at my beginning and God is there at every beginning.	<b>Spiritual-</b> To celebrate ways of meeting God in our communities.	Discuss and share in groups, ways we meet God in the communities we belong to.
<b>Are signs &amp; symbols important?</b>	<p>The meaning and importance of some symbols in life.</p> <ul style="list-style-type: none"> <li>• The power of symbols to convey meaning</li> <li>• Some of the signs and symbols in daily life</li> </ul>	Learning Focus 2- Signs and Symbols: The Welcome	<b>Social and Emotional-</b> To recognise the joy and friendship of belonging to a diverse community.	Write a letter describing how you would welcome a new person to your home, school, parish or club.
<b>Do we need to prepare?</b>	<ul style="list-style-type: none"> <li>• Why is it necessary to prepare?</li> <li>• What would happen if you didn't prepare?</li> <li>• How you feel when you are preparing for special times?</li> <li>• What is the best way to prepare for Jesus' coming?</li> </ul>	Learning Focus 2- Isaiah tells of the promised one.	<b>Physical-</b> To describe ways of being safe in communities.	Make a list of things that are harming our world and find a solution to try and improve the situation e.g. pollution from cars, walking to school, address waste in our oceans and reduce plastic.
<b>Why do we need books?</b>	<ul style="list-style-type: none"> <li>• The importance of books in our lives.</li> </ul>	Learning Focus 2- The Gospels	<b>Spiritual-</b> To celebrate ways of meeting God	Contribute to a whole class scene or individual scene drawing/ painting/

	<ul style="list-style-type: none"> <li>• The need for books</li> <li>• How books can help us</li> </ul>		in our communities.	<p>using collage to show people being generous with their time and talents, contributing to building strong, safe, caring communities and engaging in charity work. Make links to CAFOD and Mission etc.</p> <p>-Link to Bible stories, what do they mean for us today? Bible painting and modern photos of us</p>
<b>Why should we be grateful people?</b>	<ul style="list-style-type: none"> <li>• How you feel when you thank others</li> <li>• How you feel when you are thanked</li> <li>• Why we thank God our Father</li> <li>• How the parish family can spread the message of thanksgiving and peace</li> </ul>	Explore- Being thanked and thanking others.	<b>Social and Emotional-</b> To recognise the joy and friendship of belonging to a diverse community.	Write a list of behaviours you could display that would have an impact on the community you belong to e.g. Greet everyone with a smile, respect everyone, treating others equally, reduce rubbish, recycle, care for the elderly.
<b>How does each day offer opportunities for good?</b>	<ul style="list-style-type: none"> <li>• How each day offers opportunities for good</li> <li>• What helps a person choose well</li> <li>• The opportunity Lent offers to make a new start.</li> </ul>	Explore- Each day offers opportunities for good.	<b>Physical-</b> To describe ways of being safe in communities.	Create a 'Being Safe' poster for the classroom with instructions on what to do, who to contact if worried.
<b>Why should we spread Good News?</b>	<p>The importance of messages in daily life</p> <ul style="list-style-type: none"> <li>• The responsibility of passing on messages</li> <li>• The new life of Jesus</li> </ul>	Learning Focus 6- Spreading the word by our lives.	<b>Spiritual-</b> To celebrate ways of meeting God in our communities.	Create a class display depicting pupils in the school community living out the school's mission statement.

	<ul style="list-style-type: none"> <li>• How the Holy Spirit helps Christians</li> <li>• Jesus has promised us new life</li> </ul>			
<b>Do we need rules?</b>	<ul style="list-style-type: none"> <li>• The importance for ourselves and others of keeping rules.</li> <li>• How rules are necessary in life</li> <li>• How it is sometimes hard to say sorry</li> <li>• How it is sometimes hard to forgive others</li> <li>• The good feeling when people make up</li> <li>• The difference between doing something accidentally and on purpose.</li> <li>• The importance and helpfulness of examining your conscience every day.</li> <li>• A sorry prayer</li> </ul>	Explore- How rules can help at home and in school.	<b>Physical-</b> To describe ways of being safe in communities.	Show, in a method of your choice, how the internet and digital services can be used safely to find things out and communicate with others.
<b>Is the world a treasure?</b>	<ul style="list-style-type: none"> <li>• What we treasure</li> <li>• What treasures we share</li> <li>• We are God's treasure</li> <li>• How we thank God for the treasures of our world</li> <li>• How we should treat the treasures of this earth</li> </ul>		<b>Social and Emotional-</b> To recognise the joy and friendship of belonging to a diverse community.	Create an acrostic poem or poster using the words: Respect, Community, Diversity and Friendship.

Year 3				
RE Topic	Links with RSE	Come & See Learning Focus	A Journey in Love Focus	Possible Activity

<b>What makes a house a home?</b>	<ul style="list-style-type: none"> <li>• What makes a house a home</li> <li>• What makes home a special place for you</li> <li>• What makes a house a home</li> <li>• Why is family important</li> <li>• The respect of parents and children for one another</li> <li>• What do you like to do at home, on your own and as a family</li> <li>• What do people do for you at home, that makes you feel special</li> <li>• What is sometimes difficult about sharing and being part of a group at home</li> <li>• God's dream for every family</li> <li>• God is always there</li> </ul>	<p>Learning Focus 1- God's vision for every family within the home.</p>	<p><b>Spiritual-</b> To celebrate the joy and happiness of living in friendship with God and others.</p>	<p>Using Corinthians, replace Love is...with Family is...give reasons how each statement can be lived out.</p>
<b>Why make promises ?</b>	<p>What is good about being in a group</p> <ul style="list-style-type: none"> <li>• Why we have rules</li> <li>• The importance of making promises</li> <li>• How some promises are more difficult to keep than others</li> <li>• The link between the promises made the consequences of actions following the promise</li> <li>• The role of parents and godparents in bringing up the child in the Faith</li> <li>• What it means to live a child of the Light</li> </ul>	<p>Explore- Belonging to a group involves promises and rules.</p>	<p><b>Physical-</b> To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p>	<p>Find a variety of ways to demonstrate how pupils of SWOY ensure that they look out for each other and take care of each other, to support the positive mental health and wellbeing for all.</p>

<b>Are visitors always welcome ?</b>	<ul style="list-style-type: none"> <li>• How we welcome visitors</li> <li>• How we feel as a visitor</li> <li>• The importance of preparing for visitors.</li> <li>• The joys and demands of visitors</li> </ul>	Explore- The demands and joys of visitors.	<b>Social and Emotional-</b> To describe and give reasons how friendships make us feel happy and safe.	Create a 'WORDLE' showing the characteristics of positive friendships.
<b>Is life a journey?</b>	<ul style="list-style-type: none"> <li>• Each year has its special times and seasons</li> <li>• Life is a journey</li> <li>• Who is with you on the journey</li> <li>• What makes it good</li> <li>• difficulties times in the life's journey</li> <li>• What/who helps</li> <li>• How we help one another on the journey</li> </ul>	Learning Focus 5- Jesus wants us to love one another.	<b>Spiritual-</b> To celebrate the joy and happiness of living in friendship with God and others.	Using Corinthians, replace Love is...with Friendship is...give reasons how each statement can be lived out.
<b>What's so important about listening and sharing?</b>	<ul style="list-style-type: none"> <li>• The cost of sharing</li> <li>• The joys of sharing</li> <li>• The importance of listening well and sharing.</li> <li>• The joys and difficulties of listening and sharing</li> </ul> <p>How feelings affect our own and others desire to listen and to share.</p>	Explore- Sharing with one another	<b>Social and Emotional-</b> To describe and give reasons how friendships make us feel happy and safe.	Create your own 'five finger challenge' or write a recipe for friendship.
<b>What makes some people give everything for other people?</b>	<ul style="list-style-type: none"> <li>• Why people are brave and give themselves to others</li> <li>• The demands of total giving in terms of time and giving up something you want to do</li> </ul>	Learning Focus 4- Sometimes it is hard to be totally giving.	<b>Physical-</b> To describe and give reasons why friendships can break down, how they can be repaired and strengthened.	List some of the consequences of broken friendships and ask children to find ways of mending these.

	<ul style="list-style-type: none"> <li>• How people give themselves to others</li> <li>• Those in need and how we might help them.</li> <li>• Lent - an opportunity for giving, growing in goodness</li> <li>• Jesus' total giving</li> </ul>			
<b>What's the use of energy?!</b>	<p>The energy of wind and of fire.</p> <p>The best use of power of wind and fire</p> <p>The inspiration of the Holy Spirit</p> <p>The power and energy of the Holy Spirit</p> <p>Prayer to the Holy Spirit</p> <p>The gifts of the Holy Spirit</p> <ul style="list-style-type: none"> <li>• Christians can use the gifts of the Holy Spirit to help others</li> </ul>	Learning Focus 4- The Holy Spirit energises us.	<b>Social and Emotional-</b> To describe and give reasons how friendships make us feel happy and safe.	Write a story about a friendship being broken and reconciled describing the feeling and emotions.
<b>What helps me to choose well?</b>	<p>The meaning of choice and consequence</p> <p>The importance of making good choices</p> <p>What helps in making good choices</p> <p>Consequences of choices</p> <p>What it means to examine your conscience</p> <p>How God is always forgiving</p>	Learning Focus 2- The meaning of sin and the examination of life (conscience).	<b>Physical-</b> To describe and give reasons why friendships can break down, how they can be repaired and strengthened.	Create a fact sheet/ flow diagram of the steps you would take if a friendship was making you feel unhappy, uncomfortable and you could not resolve it on your own, at home, in school, in the wider community or online.

<b>What makes a place special?</b>	<p>How places become special</p> <ul style="list-style-type: none"> <li>• What makes a place special</li> <li>• Special places for you and your family</li> <li>• Why is our heart a special place</li> </ul> <p>Keeping our world a special place</p> <ul style="list-style-type: none"> <li>• Why do Christians want to keep the world a special place</li> </ul>		<b>Social and Emotional-</b> To describe and give reasons how friendships make us feel happy and safe.	Write 'Friendship is...Friendship is not...' and give reasons for your answer.
------------------------------------	---	--	--	--

Year 4				
RE Topic	Links with RSE	Come & See Learning Focus	A Journey in Love Focus	Possible Activity
<b>Where do I come from?</b>	<ul style="list-style-type: none"> <li>• The importance of families</li> <li>• Family relationships</li> <li>• Respect for those who gave us life.</li> </ul>	Explore- Our family trees.	<b>Spiritual-</b> To celebrate the uniqueness and innate beauty of each of us.	Compose a 'Litany of Thanks' to God for the unique gifts of friends/family e.g. For Kirsty's kindness, Thank you Lord.
<b>What does it mean to be called and chosen?</b>	<ul style="list-style-type: none"> <li>• Our response to being chosen</li> <li>• What it feels like to be chosen</li> <li>• Why it is difficult to make a response in some situations</li> <li>• Giving up something else when you are chosen.</li> <li>• What help do you need to chose</li> </ul>	Explore- The response to being chosen.	<b>Spiritual-</b> To celebrate the uniqueness and innate beauty of each of us.	Prepare an act of worship celebrating our differences appreciating that God loves us and accepts us as we are.



	<ul style="list-style-type: none"> <li>• The work of the Holy Spirit in our lives</li> <li>• The work of the Holy Spirit in the lives of Christians</li> <li>• What it is to live in the light of Christ</li> <li>• The commitment of people who respond to the call of God</li> </ul>			
<b>What's so special about gifts?</b>	<ul style="list-style-type: none"> <li>• What you value most about the gift of friendship</li> <li>• What you offer others in your friendship</li> <li>• Why the gift of love and friendship is important</li> <li>• The joys and demands of friendship</li> <li>• The commitment required by the gift of love and friendship</li> </ul>	Explore- Gifts of love and friendship.	<b>Social and Emotional-</b> To describe how we all should be accepted and respected.	Create a poster showing that bullying, teasing and unkindness do not contribute to the upbuilding of communities or promote positive mental health and well-being.
<b>What makes 'community'?</b>	<ul style="list-style-type: none"> <li>• The meaning of community</li> <li>• The advantages of being part of a community</li> <li>• What helps to build up community</li> <li>• The demands of being part of a community</li> <li>• Why people give time and service in helping others in their community</li> </ul>	Explore- Belonging to a community.	<b>Physical-</b> To describe how we should treat others making links with the diverse modern society.	Design a poster to show all are welcome in our communities.

	<ul style="list-style-type: none"> <li>• The causes of a breakdown of a community</li> <li>• How the parish community celebrates together and supports one another</li> </ul>			
<b>What's more important - giving or receiving?</b>	<ul style="list-style-type: none"> <li>• Your experience of giving and receiving.</li> <li>• The importance of giving and receiving</li> <li>• The joys and demands of giving and receiving</li> <li>• Why it is important to live in communion</li> <li>• Ways in which we live and grow in communion.</li> <li>• How the Eucharist challenges and enables living and growing in communion</li> </ul>	Explore- Giving and receiving every day.	<b>Spiritual-</b> To celebrate the uniqueness and innate beauty of each of us.	Create a card depicting examples of your God-given uniqueness being recognised and appreciated at home, recognised and appreciated at home, school and in the clubs to which you belong.
<b>Is self-discipline important in life?</b>	<ul style="list-style-type: none"> <li>• The experience of giving up something and be very disciplined for a good reason.</li> <li>• How to be self-disciplined</li> <li>• How self-discipline helps people to grow and make the best use of their potential</li> <li>• Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.</li> </ul>	Learning Focus 1- Lent, the opportunity to grow spiritually.	<b>Social and Emotional-</b> To describe how we all should be accepted and respected.	'Manners make the man/woman'- manners makes me. Give examples in word and action of how we do this to make a better world for everybody.

<b>What's so important about new life?</b>	<ul style="list-style-type: none"> <li>• What you do when life is difficult</li> <li>• The experience of good news bringing life and happiness.</li> </ul> <p>How the power of the Holy Spirit helps Christians today</p>	Learning Focus 5- Paul spreads the Good News.	<b>Social and Emotional-</b> To describe how we all should be accepted and respected.	Add and adapt St Paul's letter to the Colossians giving advice on how to make society better.
<b>Why are bridge-builders important in life?</b>	<ul style="list-style-type: none"> <li>• What makes friendships strong</li> <li>• How decisions about friendship are informed by beliefs and values.</li> <li>• How friendships are built</li> <li>• How friendships may be restored when they have been broken</li> <li>• Sin and the importance of examining of your conscience</li> <li>• The greatest commandment, love of God and others</li> <li>• The meaning of contrition and of absolution</li> <li>• Forgiveness of others</li> </ul>	Explore- Building bridges of friendship.	<b>Physical-</b> To describe how we should treat others making links with the diverse modern society.	Write a list of Golden Rules for the way we should treat everyone in our school community e.g. list how to treat others on the playground, during lessons, sport matches etc.
<b>Why do some people do extraordinary things?</b>	<ul style="list-style-type: none"> <li>• What makes a person do extraordinary things</li> <li>• How ordinary people do extraordinary things.</li> <li>• The qualities you admire in others</li> <li>• How true happiness can be found</li> <li>• How you can do extraordinary things</li> </ul>		<b>Spiritual-</b> To celebrate the uniqueness and innate beauty of each of us.	<p>Choose one of the following scripture texts and say why you have chosen it:</p> <p>-Psalm 119: You created me, and you keep me safe; give me understanding, so that I may learn your laws.</p>

				<p>-Isaiah 64: You are our Father, Lord. We are like clay, and you are like the potter.</p> <p>-1 Peter 4:10-11: Each one must use for the good of others the special gift he has received from God.</p>
--	--	--	--	--

Year 5				
RE Topic	Links with RSE	Come & See Learning Focus	A Journey in Love Focus	Possible Activity
<b>Who am I?</b>	<ul style="list-style-type: none"> <li>• Talents and qualities you admire in others</li> <li>• Your own talents and qualities and how you use them</li> <li>• Identify qualities in anyone else</li> <li>• How talents and qualities are developed.</li> <li>• We are made in the likeness of God</li> <li>• What being unique means</li> <li>• God's love for us</li> <li>• How Christians are called to live in peace.</li> <li>• How people are made in God's image and likeness might live</li> </ul>	Explore- A deepening awareness of 'Who I am'	<b>Spiritual-</b> To celebrate the joy of growing physically and spiritually .	Create a piece of artwork that depicts yourself in the flourishing image of God that He created you to be. Surround yourself with the people in your life who will/ have support/ed you on this journey/ adventure.
<b>Is commitment important?</b>	The ingredients of a good friendship	Explore- Showing care and commitment.	<b>Social and Emotional-</b> To show knowledge and	List some social and emotional changes and how these might present themselves

	<ul style="list-style-type: none"> <li>• What fidelity means - how it applies to friendship</li> <li>• Responsibilities friends have for one another</li> <li>• Difficulties and joys of friendships</li> <li>• What is important for friendship to thrive</li> <li>• What it feels like to have faithful friend</li> <li>• Jesus' advice about relationship</li> <li>• The importance of fidelity, loyalty and commitment in maintaining a friendship</li> <li>• The importance of commitment and responsibility in relationships.</li> <li>• What it means to be committed RSE links in Come and See 8</li> <li>• The work of Christian service</li> <li>• The Sacrament of Marriage</li> <li>• The symbols of the promises and the blessing of rings</li> <li>• All are called to live in love and service</li> </ul>		<p>understanding of emotional relationship</p> <p>changes as we grow and develop.</p>	<p>within friendships.</p> <p>Pupils may include some of the following</p> <p>-easily embarrassed, need for privacy, mood swings, divided loyalty, hormones triggering sexual desire, arousal, urge, evolving a set of values and moral codes, seeking independence, risk taking behaviour, concern for the future, identity formation.</p>
<b>What does it mean to live in hope?</b>	<ul style="list-style-type: none"> <li>• Your experience of waiting</li> <li>• How people wait in different ways, for different things</li> </ul>	Explore- Waiting hopefully.	<b>Physical-</b> To show knowledge and	Discuss the physical changes that take place during puberty. Discuss how it is normal for

	<ul style="list-style-type: none"> <li>• Why waiting is a mystery</li> </ul> <p>How you can best use the time you spend waiting and what might help you</p> <ul style="list-style-type: none"> <li>• What you think about when you are waiting for something exciting</li> <li>• How you behave when you are waiting</li> <li>• The difference between hope and expect</li> <li>• Why people wait with hope</li> <li>• The coming of Jesus at the end of time</li> <li>• Advent is a time of waiting hopefully</li> </ul>		<p>understanding of the physical changes in puberty.</p>	<p>children to go through these changes at different times.</p>
<p><b>Do we all have a mission in life?</b></p>	<ul style="list-style-type: none"> <li>• The demands and joys being dedicated in your mission</li> <li>• Discovering your mission</li> <li>• What inspires people in their mission</li> <li>• The joys and demands of engaging in a mission</li> <li>• The reasons why people want to help others.</li> <li>• How people carry out Jesus' mission today</li> <li>• Jesus' prayer for unity</li> </ul>	<p>Learning Focus 2- Jesus begins his mission.</p>	<p><b>Social and Emotional-</b> To show knowledge and understanding of emotional relationship changes as we grow and develop.</p>	<p>Design an A5 pamphlet with information on how to seek help or advice for yourself or others. Include strategies that could be used to help someone when they are feeling low or not confident, promoting positive mental health and wellbeing.</p>

<p><b>Why do we need memories ?</b></p>	<p>Why memories are important</p> <ul style="list-style-type: none"> <li>• How it is possible to keep important memories alive</li> <li>• About sacrifice in daily life</li> </ul>	<p>Explore- How memories are kept alive.</p>	<p><b>Physical-</b> To show knowledge and understanding of the physical changes in puberty.</p>	<p>Recognise that sexual development is a natural part of human growth and that physical changes from childhood to adult means the ability and potential to become a mother and father. The purpose of the menstrual cycle is to prepare the female body for reproduction. There are two important stages to be completely aware of and prepared for: menstruation and ovulation.</p>
<p><b>Why do we need to make sacrifices?</b></p>	<ul style="list-style-type: none"> <li>• How you feel when you give</li> <li>• How you feel when you refuse to give.</li> <li>• The cost of giving.</li> <li>• How people decide whether or not to give</li> <li>• How those decisions are informed by beliefs and values</li> <li>• The costs or rewards of giving can be</li> <li>• That Lent is a season of giving to prepare for the Easter</li> </ul>	<p>Explore- Giving and refusing to give and appreciating the cost of giving.</p>	<p><b>Spiritual-</b> To celebrate the joy of growing physically and spiritually .</p>	<p>The following are different aspects of human Love; think of reasons why/if each of these are important in our lives:</p> <p>Parental love, romantic love, affectionate love, selfless love, sexual love (see p54 of handbook.</p>

<p><b>How can energy transform ?</b></p>	<ul style="list-style-type: none"> <li>• How people can use the energy of their minds for the good of others.</li> <li>• How people can use time and physical energy for the wellbeing of others and why they should.</li> <li>• How energy can transform</li> <li>• How we can use our energy to transform ourselves</li> <li>• How we can use the energy from the earth's resources in a fair and sustainable way.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul>	<p>Explore- Transforming energy.</p>	<p><b>Physical-</b> To show knowledge and understanding of the physical changes in puberty.</p>	<p>Discuss how as well as physical changes emotions may change and or become more intense as they grow and move through puberty. discuss how these changes can positively and negatively affect physical, emotional and mental health.</p>
<p><b>How do rules bring freedom?</b></p>	<ul style="list-style-type: none"> <li>• What freedom parents have a right to</li> <li>• What freedom children have a right to</li> <li>• What is responsible and irresponsible behaviour</li> <li>• How rules can bring freedom</li> <li>• How people know the boundaries that their personal freedom gives them</li> <li>• How freedom and responsibility are linked.</li> <li>• How people's perception of what their freedom allows may conflict with the expectation of others</li> </ul>	<p>Explore- Freedom involves responsibility.</p>	<p><b>Physical-</b> To show knowledge and understanding of the physical changes in puberty.</p>	<p>As our bodies change, there is pressure from outside including social media to look and feel a certain way. This can include images in the media that do not always reflect reality. How can we deal with these external pressures and who can we talk to if we are unsure but do not understand the changes that are happening?</p>



	<ul style="list-style-type: none"> <li>• The importance of the Ten Commandments for Christians today</li> <li>• How the Beatitudes show us a positive way of life</li> </ul> <p>Jesus teaching on the greatest commandments, love of God and others</p>			
<b>Can I be a steward of creation?</b>	<ul style="list-style-type: none"> <li>• What I really care about</li> <li>• Showing concern for what I care for</li> <li>• The meaning of stewardship</li> <li>• Understanding the wonders of God's creation</li> <li>• People are made in the image and likeness of God</li> <li>• Christians can be good stewards.</li> <li>• The Christian's responsibility to take care of, to be a steward of the earth</li> </ul>		<b>Spiritual-</b> To celebrate the joy of growing physically and spiritually .	Create a table showing each aspect of love and say why it is important. Debate the beauty and joy of each and the challenges they may pose e.g. gospel values, societal values, peer pressure, sexual behaviour, gender, acceptance of mental and physical well-being.

	<ul style="list-style-type: none"> <li>• The importance of ecology</li> </ul>			
--	---	--	--	--

Year 6				
RE Topic	Links with RSE	Come & See Learning Focus	A Journey in Love Focus	Possible Activity
<b>Do you have to earn love?</b>	<ul style="list-style-type: none"> <li>• What unconditional love means</li> <li>• How love is shown</li> <li>• How you are loved and cared for</li> <li>• What members of your family do for each other</li> <li>• How you show love to others</li> <li>• How people have inspired and influenced you to show unconditional love to others</li> <li>• What it means to be truly loving</li> <li>• How people show unconditional love to others</li> <li>• The beliefs and values which have inspired and influenced you to be loving</li> <li>• The scripture text that demonstrate God's unconditional love for everyone even when times are hard</li> <li>• The challenge these passages present to Christians</li> </ul>	Learning Focus 2- We don't have to do anything to make God love us.	<b>Social and Emotional-</b> To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.	<p>Each one of us is special, unique and loved by God, so also are all our families. Families take the shape of many different forms. All types of families are special, unique and loved by God.</p> <p>How many different types can you suggest? examples include: traditional, fostered, adopted, single parent, divorced, extended families etc.</p>

	<ul style="list-style-type: none"> <li>• The Beatitudes and their meaning for today.</li> <li>• God's unconditional love and what this means</li> <li>• By living in God's way, as Jesus showed us, we can grow in love</li> </ul>			
<b>What is commitment in life?</b>	<p>What it means to be committed</p> <ul style="list-style-type: none"> <li>• Why people are committed</li> <li>• The implications of lack of commitment</li> <li>• Whom shows commitment</li> <li>• How commitment affects the level of job satisfaction • Responding to the call of Jesus</li> <li>• Our mission in living out our baptismal vows</li> </ul>	Learning Focus 5-Vows and service.	<b>Social and Emotional-</b> To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.	The sacrament of marriage is a union of man and woman and is a reflection of love between Christ and church, and the love of god. It also represents a formal and legally recognised commitment, intended to be lifelong (see Pope Francis teaching p58) Research details of a marriage preparation course and write a report on ways you think it helps couples prepare for this Sacrament.
<b>Should we have expectations in life?</b>	<p>The expectations you have of yourself</p> <ul style="list-style-type: none"> <li>• Having high expectations of others</li> <li>• Trusting and believing in one another</li> <li>• What happens if you let people down or others let you down</li> <li>• Patience is important in expectations</li> </ul>	Learning Focus 3-Mary's expectation.	<b>Spiritual-</b> To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.	Marriage represents a commitment which is intended to be lifelong. List any other relationships that are lifelong and the steps taken to improve and support these relationships.

	<ul style="list-style-type: none"> <li>• The difference between wishing and expecting</li> <li>• The meaning of Advent</li> </ul>			
<b>Are books enriching?</b>	<ul style="list-style-type: none"> <li>• The kind of books which are the most helpful</li> <li>• Our lives are enriched by books</li> <li>• The wonder of books and how they take a person beyond themselves</li> <li>• The presence of God in the words of Scripture</li> <li>• The care and reverence</li> </ul>	Learning Focus 5- New Testament Books: Acts/ Letters/ Revelation	<b>Social and Emotional-</b> To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.	Consider and share ways you experience St. Paul's teaching on love in your family, extended family, school or in your communities.
<b>Why are we happiest when we are united?</b>	<ul style="list-style-type: none"> <li>• Why friendships are important</li> <li>• The most important value in friendship</li> <li>• What helps a friendship to flourish</li> <li>• The kinds of behaviour that break a friendship</li> <li>• Those affected when a friendship is broken</li> <li>• Mending broken friendships</li> <li>• Becoming one with Christ and one another in Holy Communion</li> <li>• The unity which Holy Communion brings</li> </ul>	Explore- What nourishes and what spoils friendship and unity.	<b>Spiritual-</b> To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.	List the characteristics of positive relationships and how they can make us feel happy and secure, and how we are appreciative of God for these.
<b>Can any good come out of loss and death?</b>	<ul style="list-style-type: none"> <li>• The effect of loss in everyday life</li> <li>• The change it brought</li> </ul>	Explore- How loss and death bring about change for people.	<b>Spiritual-</b> To show an understanding of how being made in the image and	Look at an Order of Service or a DVD of marriage and discuss some positive steps undertaken by the couple to ensure

	<ul style="list-style-type: none"> <li>• What remained the same</li> <li>• What is the best way to cope with loss</li> <li>• How people cope with loss and death</li> <li>• How death brings new life</li> <li>• Lent, a time to remember the suffering and death of Jesus</li> </ul>		likeness of God informs decisions and actions when building relationships with others, including life-long relationships.	life-long relationships.
<b>What do I want to witness to in my life?</b>	<ul style="list-style-type: none"> <li>• When to be a witness</li> <li>• How to be a witness</li> <li>• Why it sometimes needs courage to be a witness</li> <li>• Examples of modern witnesses</li> <li>• The witness of a local charity</li> </ul>	Learning Focus 3- Stephen chosen to spread the word.	<b>Social and Emotional-</b> To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.	From your own experience, outline and share some key qualities and gifts that contribute to having stable, caring, happy and loving families. Suggest any strategies you could use when relationships go wrong to rebuild and maintain them.
<b>Who needs healing?</b>	<ul style="list-style-type: none"> <li>• Showing compassion and care for those who are ill</li> <li>• Our attitude towards those people are ill in their minds</li> <li>• Helping, caring and understanding those with a learning disability.</li> <li>• What gives a person comfort when they are very ill</li> <li>• Why people give time and commitment to caring for others</li> </ul>	Explore- When people become sick and need care.	<b>Physical-</b> To explain how human life is conceived.	Sexual intercourse between husband and wife is a joyful expression of their love for each other. It is an act of intimate self-giving, made by two people who want to give everything of themselves to the person they love and respect (see p60)

	<ul style="list-style-type: none"> <li>• Why we care for the sick</li> <li>• The Sacrament of Anointing brings comfort to those who are sick</li> <li>• The Christian responsibility for caring for these in need</li> </ul>			Understand how a child grows within the mother's womb.
<b>How can we work together to build a just and fair world?</b>	<ul style="list-style-type: none"> <li>• How we build a fair and just world</li> <li>• The difference between fairness and justice, unfairness and injustice</li> <li>• Helping to promote the dignity and common good of one another</li> <li>• Beatitudes; a guide from Jesus about how to live life</li> <li>• The ways we can act justly, love tenderly and walk humbly with God</li> <li>• How Christians can work for the common good</li> <li>• Something about Catholic Social Teaching</li> </ul>		<b>Spiritual-</b> To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.	Create an information film clip/ video/ poster/ ppt for the rules of keeping safe online and how to keep our information protected from those that may harm us.

Judaism							
Age Group	Theme	Topic	Look	Learning Outcomes/ Discover	Respect	Journey in Love Focus	Possible Activities
<b>Early Years</b>	Special days/ ritual	Hanukkah (Chanukah) The	There are special	Hanukkah. The story of	God cares for his	<b>Social and Emotional-</b> To recognise the joy	God loves you and your family with special love.

	objects	feast of lights	days	the oil lamp in the temple.	people.	of being a special person in my family.	List the ways that we can thank Him.
<b>Year 1</b>	Stories	Abraham and Moses	We all have stories	Abraham and Moses, leaders of the Jewish people.	How God led the Jewish people.	<b>Spiritual-</b> To celebrate ways that God loves and cares for us.	Compose a Litany of Thanksgiving to God for his constant love, care, protections and keeping us safe.
<b>Year 2</b>	Prayer / home	Shabbat	Families gather	Shabbat	Shabbat, the day for God, the day for rest.	<b>Social and Emotional-</b> To recognise the joy and friendship of belonging to a diverse community.	Write a letter describing how you would welcome a Jewish person to your home, school, parish or club.
<b>Year 3</b>	Places for worship	The synagogue	There are special places	The synagogue	The importance of the synagogue.	<b>Spiritual-</b> To celebrate the joy and happiness of living in friendship with God and others.	Create a 'WORDLE' with all of the characteristics of worship.
<b>Year 4</b>	Holy Books	The Torah	Books are important	The Torah	The importance of the Torah.	<b>Spiritual-</b> To celebrate the uniqueness and innate beauty of each of us.	Create an 'act of worship' to celebrate the beauty and uniqueness of the class.
<b>Year 5</b>	Beliefs and festivals	Pesach	There are times for remembering	Pesach	God cares for his people.	<b>Social and Emotional-</b> To show knowledge and understanding of emotional relationship changes as we grow and develop.	Consider how to recognise and report feelings of being unsafe, feeling threatened, feeling anxious due to the way you are being treated by an adult.
<b>Year 6</b>	Belonging and values	Yom Kippur	Making a new start	Yom Kippur	The value of atonement.	<b>Social and Emotional-</b> To develop a secure understanding	From your own experience, outline and share some key

						that stable and caring relationships, which may be of different types, are at the heart of happy families.	qualities and gifts that contribute to atonement and making a new start. Suggest any strategies you could use when relationships go wrong to rebuild and maintain them.
--	--	--	--	--	--	--	---

Islam							
Age Group	Theme	Topic	Look	Learning Outcomes/ Discover	Respect	Journey in Love Focus	Possible Activities
Early Years	Special days/ritual objects	Prayer mats	Special objects	Prayer mats and the Qur-an	What is special for Muslims?	<b>Physical-</b> To recognise that we are all different and unique.	Encourage children to talk about their name, why they were given their name/ what they like/ dislike about it. Present names using creative approaches.
Year 1	Stories	Muhammad	Special Stories	Muhammad	Muhammad is important for Muslim people	<b>Spiritual-</b> To celebrate ways that God loves and cares for us.	Create a set of family rules to show how we can live in peace and harmony (include the words please, sorry and thank you).
Year 2	Prayer / home	Prayer at home	Quiet times	Prayer five times a day	Prayer is important for Muslims	<b>Social and Emotional-</b> To recognise the joy and friendship of belonging to a diverse community.	Create an acrostic poem or poster using the words: Respect, Community, Diversity and Friendship.



<b>Year 3</b>	Places for worship.	The mosque	Special buildings	Friday is a day of special prayer. Call to prayer.	How Muslim people worship.	<b>Spiritual-</b> To celebrate the joy and happiness of living in friendship with God and others.	Contribute to a whole class scene or individual scene drawing/ painting/ using collage to show Muslim worship, celebrating the joy and happiness of living in friendship with God and others.
<b>Year 4</b>	Holy books	The Qur'an	Important books	The Qur'an 99 beautiful names of God	The importance of the Qur'an for Muslims	<b>Physical-</b> To describe how we should treat others making links with the diverse modern society.	List a number of ways we are different: Physically, mentally, culturally, biologically, ethnically and in religious beliefs.
<b>Year 5</b>	Beliefs and festivals	Ramadan and Pilgrimage	Special times	Shadada h, Ramadan, Id-ul-Fitr, Id-ul-Adha, Hajj	Respect for the special occasions for Muslims	<b>Spiritual-</b> To celebrate the joy of growing physically and spiritually .	Compose a Litany of Thanks to God for creating the special times in our lives.
<b>Year 6</b>	Belonging and values	Guidance for Muslims	Guidance in life	The 5 pillars Zakat	What is important for Muslims ?	<b>Spiritual-</b> To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.	Write a Litany of Thanks to God for His guidance in our lives.

Hinduism							
Age	Theme	Topic	Look	Learning	Respect	Journey in Love	Possible

Group				Outcome s/ Discover		Focus	Activities
Early Years	Special days/ritual objects	Diwali	We all celebrate	Diwali	Diwali is important for Hindu people.	<b>Spiritual-</b> To celebrate the joy of being a special person in God's family.	Plan a class act of worship celebrating some of the joys of being unique and special to God.
Year 1	Stories	Krishna and Ganesh Raksha Bandan	Stories we enjoy	Krishna and Ganesh Raksha Bandan	Shared stories bring people together	<b>Physical-</b> To recognise how I am cared for and kept safe in my family.	Identify, name, draw and label each part of the body and say what part of the body is associated with each sense. Include vocabulary, as agreed with parents/ carers during parental consultation.
Year 2	Prayer / home	Prayer at home Puja	Quiet times	Puja	Prayer is part of Hindu life	<b>Spiritual-</b> To celebrate ways of meeting God in our communities.	Discuss the importance of prayer and compose a prayer thanking God for the quiet times we have in our lives.
Year 3	Places for worship	The Mandir	Special places	The Mandir	How Hindu people worship	<b>Physical-</b> To describe and give reasons why friendships can break down, how they can be repaired and strengthened.	Set up scenarios of broken friendships or invite children to create their own. Ask children to take it in turns to assume the role of peer mediator, and say what advice you would give.
Year 4	Holy Books	Vedas and Bhagavad-Gita	Special books	Vedas and Bhagavad-Gita	Sacred writings guide people's lives	<b>Physical-</b> To describe how we should treat others making links with the	Look at the UN Convention on the Rights of the Child. And compile a class charter to show

						diverse modern society.	that all are equal and make links with the <i>Golden Rule</i> .
<b>Year 5</b>	Beliefs and festivals	Brahman Belief in one God Pilgrimage	What is important?	Hindus believe in one God, pilgrimage	Respect for the beliefs of Hindus	<b>Physical-</b> To show knowledge and understanding of the physical changes in puberty.	As our bodies change, there is pressure from outside including social media to look and feel a certain way. This can include images in the media that do not always reflect reality. Discuss what is really important, how we can deal with these pressures and who we can talk to for help and advice.
<b>Year 6</b>	Belonging and values	Karma	Rules for life	Karma and Dharma	Hindus care for creation	<b>Physical-</b> To explain how human life is conceived.	Sexual intercourse between husband and wife is a joyful expression of their love for each other. It is an act of intimate self-giving, made by two people who want to give everything of themselves to the person they love and respect (see p60)  Understand how a child grows within the mother's womb.

Sikhism							
Age Group	Theme	Topic	Look	Learning Outcomes/ Discover	Respect	Journey in Love Focus	Possible Activities
Early Years	Special days/ ritual objects	Recognising Sikhs	Special clothes and sharing	Sikh's dress, Prasad, Diwali	Sikh's share with everyone	<b>Physical-</b> To recognise that we are all different and unique.	Create a Sikh family tree with names and pictures to recognise differences and similarities with our own family trees, special places etc.
Year 1	Stories	Guru Nanak	Enjoy stories	Guru Nanak	Guru Nanak was a wise teacher	<b>Spiritual-</b> To celebrate ways that God loves and cares for us.	Create a set of family rules to show how we can live in peace and harmony (include the words please, sorry and thank you).
Year 2	Prayer / home	Sikh daily life	Our families	Sikh daily life	Family life and prayer is important for Sikhs	<b>Physical-</b> To describe ways of being safe in communities.	Write a letter to a friend to welcome them. Describe to them what to do if they feel unsafe.
Year 3	Places for worship	Gurdwara, lyengar, Amritsar	Welcoming people	The Gurdwara	Special places of worship for Sikhs	<b>Social and Emotional-</b> To describe and give reasons how friendships make us feel happy and safe.	Create your own 'five finger' challenge or write a recipe for prayer and worship.
Year 4	Holy Books	Guru Granth Sahib	Important books	Guru Granth Sahib and the Gurus	The gurus guide and teach the Sikhs	<b>Social and Emotional-</b> To describe how we all should be accepted and respected.	Create a leaflet/ information booklet on the people in your community that you could go to for help and how you would contact them.

<b>Year 5</b>	Beliefs and festivals	Baisakhi, the Khalsa, Mool Mantra	Belonging to a group	The Khalsa One God	The Khalsa show the Sikh's commitment	<b>Physical-</b> To show knowledge and understanding of the physical changes in puberty.	Recognise that sexual development is a natural part of human growth and that physical changes from childhood to adult means the ability and potential to become a mother and father. The purpose of the menstrual cycle is to prepare the female body for reproduction. There are two important stages to be completely aware of and prepared for: menstruation and ovulation.
<b>Year 6</b>	Belonging and values	Guidelines for living, Sewa	Service to others	Commitment to service, Sewa	Sikhs' concern for others	<p><b>Social and Emotional-</b> To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</p> <p><b>Spiritual-</b> To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships</p>	Each one of us is special, unique and loved by God, so also are all our families. From your own experience, outline and share some key qualities and gifts that contribute to caring for others.

						with others, including life- long relationships.	
--	--	--	--	--	--	---	--

## Appendix 4



# PSHE/RSHE/Wellbeing/Catholic Life at St William of York Catholic Primary School

**2020-2021**

Autumn Term							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Come &amp; See</b>  Domestic church  family  Baptism/confirmation  belonging  Advent/Christmas  loving	<b>Topic 1:</b>  Why am I precious?  <b>Topic 2:</b>  Why is welcome important?  <b>Topic 3:</b>  Why do we celebrate Birthdays?	<b>Topic 1:</b>  Why do we have a family and who is my family?  <b>Topic 2:</b>  What does it mean to belong?  <b>Topic 3:</b>	<b>Topic 1:</b>  Who made the world and everything in it?  <b>Topic 2:</b>  Are signs & symbols important?  <b>Topic 3:</b>  Do we need to prepare?	<b>Topic 1:</b>  What makes a house a home?  <b>Topic 2:</b>  Why make promises?  <b>Topic 3:</b>  Are visitors always welcome?	<b>Topic 1:</b>  Where do I come from?  <b>Topic 2:</b>  What does it mean to be called and chosen?  <b>Topic 3:</b>  What's so special about gifts?	<b>Topic 1:</b>  Who am I?  <b>Topic 2:</b>  Is commitment important?  <b>Topic 3:</b>  What does it mean to live in hope?	<b>Topic 1:</b>  Do you have to earn love?  <b>Topic 2:</b>  What is commitment in life?  <b>Topic 3:</b>  Should we have expectations in life?

		Is waiting always difficult?					
Collective Worship	Differences						
	New Beginnings						
	Prayer- The Rosary						
	Harvest						
	Peace						
	Beautiful World- Winter						
	Forgiving						
	St Andrew						
	Advent 1: Hope						
	Advent 2: Peace						
	Advent 3: Joy						
	Advent 4: Love						
Journey in Love	See Journey in Love curriculum map						



1 Decision (PSHE)		<u>Keeping Staying Health</u> - Washing Hands - (4 week block)  <u>Keeping/Staying Safe</u> -Road Safety (4 week block)  <u>Special Edition Module - Fire Safety</u> - Fire Station (2 week block)  <u>Relationships -</u> Friendship (2 week block)	<u>Keeping/Staying Safe</u> - Tying Shoelaces (3 week block)  <u>Keeping/Staying Healthy</u> - Healthy Eating (3 week block)  <u>Hazard Watch</u> - Is it safe to eat or drink? (3 week block)  <u>Relationships</u> - Bullying (3 week block)	<u>Keeping/Staying Safe</u> - Staying Safe (2 week block)  <u>Keeping/Staying Healthy-Medicine</u> (2 week block)  <u>Hazard Watch-</u> Is it safe to play with? (2 week block)  <u>Computer Safety</u> - Making Friends Online (4 week block)  <u>Special Module-Fire Safety-</u> Hoax calling (2 week block)	<u>Keeping/Staying Safe</u> - Cycle Safety (4 week block)  <u>Computer Safety-</u> Online bullying (4 week block)  <u>Feelings and Emotions</u> - Jealousy (4 week block)	<u>Being Responsible-</u> Looking out For Others, Adults and Children's Views (4 week block)  <u>Feelings and Emotions-</u> Anger, Adult and Children's Views (4 week block)  <u>A World Without Judgment-</u> Inclusion and Acceptance, Adults and Children's Views (4 week block)	<u>Keeping/Staying Safe</u> - Water Safety (4 week block)  <u>Being Responsible-</u> Stealing (4 week block)  <u>A World Without Judgement-</u> British Values (4 week block)  <u>Computer Safety-</u> Making Friends online (4 week block)
Science	Seasonal Changes  Myself	Materials  Seasonal Change	Living things and their Habitats	Rocks  Light and Shadows	Sound  Electricity	Forces  Air resistance, Gravity and Friction	Light  Electricity

<b>Computing</b>	My online life, Pretty pictures	My online life, Minibeasts	My online life, Presentations and typing	My online life, Rainforests	My online life, Dinosaur	My online life, Making AR games	My online life, VR worlds
<b>Extra</b>	New Beginnings  Halle Day  Harvest Festival/ CAFOD- Brighten Up  Anti-bullying Week	New Beginnings  Halle Day  Harvest Festival/ CAFOD- Brighten Up  Anti-bullying Week  Bike it	New Beginnings  Halle Day  Harvest Festival/ CAFOD- Brighten Up  Anti-bullying Week  Bike it	New Beginnings  Halle Day  Harvest Festival/ CAFOD- Brighten Up  Anti-bullying Week  Bike it	New Beginnings  Halle Day  Harvest Festival/ CAFOD- Brighten Up  Anti-bullying Week  Bike it	New Beginnings  Halle Day  Harvest Festival/ CAFOD- Brighten Up  Anti-bullying Week  Bike it	New Beginnings  Halle Day  Harvest Festival/ CAFOD- Brighten Up  Anti-bullying Week  Bike it

## Spring Term

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Come &amp; See</b>  Other faith- Sikhism  Local church community	<b>Topic 1:</b> Sikhism  <b>Topic 2:</b>	<b>Topic 1:</b> Sikhism  <b>Topic 2:</b>  What makes a person special?	<b>Topic 1:</b> Sikhism  <b>Topic 2:</b>  Why do we need books?	<b>Topic 1:</b> Sikhism  <b>Topic 2:</b>  Is life a journey?	<b>Topic 1:</b> Sikhism  <b>Topic 2:</b>  What makes 'community'?	<b>Topic 1:</b> Sikhism  <b>Topic 2:</b>	<b>Topic 1:</b> Sikhism  <b>Topic 2:</b>  Are books enriching?

Eucharist relating Lent/Easter giving	What and why do people celebrate?	<b>Topic 3:</b> What makes some meals special?	<b>Topic 3:</b> Why should we be grateful people?	<b>Topic 3:</b> What's so important about listening and sharing?	<b>Topic 3:</b> What's more important - giving or receiving?	Do we all have a mission in life?	<b>Topic 3:</b> Why are we happiest when we are united?
	Why do people gather together?	<b>Topic 4:</b> How and why do things change?	<b>Topic 4:</b> How does each day offer opportunities for good?	<b>Topic 4:</b> What makes some people give everything for other people?	<b>Topic 4:</b> Is self-discipline important in life?	Why do we need memories?	<b>Topic 4:</b> Can any good come out of loss and death?
Collective Worship	How and why do things grow?					Why do we need to make sacrifices?	
	Gifts						
Collective Worship	Friendship						
	Help						
	Justice						
	Love						
	Patience						
	New Life- Spring						
	St David						

	Promises  Shamrock- Holy Trinity  Our Lady  Holy Week						
Journey in Love	See Journey in Love curriculum map						
1 Decision (PSHE)		<u>Being Responsible</u> - Water Spillage (5 week block)  <u>Computer Safety</u> - Online Bullying (5 week block)	<u>Keeping/Staying Healthy</u> - Brushing Teeth (2 week block)  <u>Relationships</u> - Body Language (2 week block)  <u>Being Responsible</u> - Practice makes perfect (2 week block)  <u>Feelings and Emotions</u> - Anger (2 week block)	<u>Keeping/Staying Safe</u> - Leaning out of Windows (4 week block)  <u>Relationships</u> - Touch (4 week block)  <u>Feelings and Emotions</u> - Grief (4 week block)	<u>Keeping/Staying Healthy</u> - Healthy Living (4 week block)  <u>Growing and Changing</u> - Appropriate touch (relationships) (4 week block)  <u>A World Without Judgement</u> -	<u>Keeping/Staying Safe</u> - Peer Pressure  Adults and Children's Views (3 week block)  <u>Keeping/Staying Healthy</u> - Smoking,  Adults and Children's Views (3 week block)	<u>The Working World</u> - In App Purchases (3 week block)

[illegible]

	Safer Internet Day	Safer Internet Day	Safer Internet Day	Safer Internet Day	Safer Internet Day	Safer Internet Day	Safer Internet Day
	Laudato Si- Eco Warriors	Laudato Si- Eco Warriors	Laudato Si- Eco Warriors	Laudato Si- Eco Warriors	Laudato Si- Eco Warriors	Laudato Si- Eco Warriors	Laudato Si- Eco Warriors
	Road						

## Summer Term

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Come &amp; See</b>  Other faith- Judaism  Pentecost serving  Reconciliation  Inter-relating  Universal Church world	<b>Topic 1:</b>  What is good news?  <b>Topic 2:</b>  Is it good to have friends?  <b>Topic 3:</b>  What makes our world so wonderful?	<b>Topic 1:</b>  Do we need holidays and holydays?  <b>Topic 2:</b>  Why should we be sorry?  <b>Topic 3:</b>  Who is my neighbour?	<b>Topic 1:</b>  Why should we spread Good News?  <b>Topic 2:</b>  Do we need rules?  <b>Topic 3:</b>  Is the world a treasure?	<b>Topic 1:</b>  What's the use of energy?!  <b>Topic 2:</b>  What helps me to choose well?  <b>Topic 3:</b>  What makes a place special?  <b>Topic 4:</b> Judaism	<b>Topic 1:</b>  What's so important about new life?  <b>Topic 2:</b>  Why are bridge-builders important in life?  <b>Topic 3:</b>  Why do some people do	<b>Topic 1:</b>  How can energy transform?  <b>Topic 2:</b>  How do rules bring freedom?  <b>Topic 3:</b>  Can I be a steward of creation?	<b>Topic 1:</b>  What do I want to witness to in my life?  <b>Topic 2:</b>  Who needs healing?  <b>Topic 3:</b>  How can we work together to build a just and fair world?



Journey in Love	See Journey in Love curriculum map						
1 Decision (PSHE)		<u>Feelings and Emotions -</u> Jealousy (6 week block)	<u>Our World -</u> Living in Our World (3 week block)	<u>Being Responsible-</u> Stealing (5 week block)	<u>Being Responsible-</u> Coming Home on Time (5 week block)	<u>Growing and Changing -</u> Puberty, Adult and Children's Views (5 week block)	<u>Keeping/Staying Safe -</u> Alcohol  <u>Keeping/Staying Healthy-</u>  <u>Growing and Changing-</u> Conception  <u>Being Responsible-</u>  <u>Feelings and Emotions-</u> Worry  <u>Computer Safety-</u>
		<u>Our World -</u> Growing in our World (6 week block)	Working in Our World (3 week block)  <u>Feelings and Emotions -</u> Worry (3week block)  <u>Being Responsible -</u> Helping someone in need (3 week block)	<u>Our World-</u> Looking After Our World (5 week block)	<u>The Working World-</u> Chores at Home (5 weeks)	<u>The Working World -</u> Adults and Children's Views (5 week block)	



							<u><b>Our World-</b></u>
<b>Science</b>	Seasonal Changes, Minibeasts	Plants, Seasonal Change	Plants	Plants Lights and Shadows	Living things and their Habitats  Classification and Human Influence	Animals including Humans (Human Life Cycle),  States of Matter	Animals including Humans (Circulation)  Living things and their Habitats (classification).
<b>Computing</b>	Animals safari, Robots	News presenter, My friend the robot	Stop motion studio, Making games	Being digitally awesome, Programming with robots	Endangered animals, Games designer	Binary messages, Web designer	Money, Coding playground
<b>Extra</b>	Mindfulness  Water Safety	Mindfulness  Water Safety	Mindfulness  Water Safety	Mindfulness  Water Safety	Mindfulness  Water Safety	Mindfulness  Water Safety	Mindfulness  Water Safety

---

