



# Christ the King Catholic Voluntary Academy

## Progression Pathway Mapping Document

For Relationship, Sex and Health Education (RSHE) coverage and  
Personal, Social, Health and Economic (PSHE) coverage



**Key:**

*Italics* = RSE curriculum covered through 'Life to the Full' from TenTen  
**Grey** = additional sessions from Pre-school lessons within 'Life to the Full'  
**Red** = Existing unit of the Science curriculum/Links with Science  
**Yellow** = Computing curriculum  
**Boxed** = Daily Circle time for Week 1

**Pink** = Health curriculum (including Mental Health)  
**Green** = Relationships curriculum (including Online Relationships)  
**Teal** = Spiritual, moral, social and cultural (SMSC) curriculum  
**Blue** = CTK Gospel Values  
**Bold** = Other calendar events

Year group	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<p><b>EYFS – 11 sessions (approx. 15 mins each)</b></p> <p>Taught throughout the year:            Self-confidence/self-awareness            Managing feelings and behaviour            Circle time – emotions, friendships, speaking, listening and respecting others</p> <p><b>GV: Love</b></p>	<p><b>EXISTING SCIENCE UNIT: How does my body work? (Parts of the body, our senses and our families)</b></p>	<p><i>Module 1, Unit 1: Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li><b>Handmade with love</b> (10 mins daily for 1 week)</li> </ul> <p><b>CHRISTMAS PERFORMANCE</b></p>	<p><i>Module 1, Unit 2: Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li><i>I am me</i> (covered in 'Myself' unit)</li> <li><b>Heads, shoulders, knees and toes</b></li> <li><i>Ready Teddy!</i> (covered in DT – Healthy Eating)</li> </ul> <p><b>Mental Health Week</b> <b>E-Safety Week</b></p>	<p><i>Module 1, Unit 3: Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li><b>I like, you like, we all like</b></li> <li><i>Good feelings, bad feelings</i> ('Feelings' topic)</li> <li><b>Let's get real!</b></li> </ul>	<p><i>Module 1, Unit 4: Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li><b>Growing up</b></li> </ul> <p><i>Module 2, Unit 2: Created to Love Others:</i></p> <ul style="list-style-type: none"> <li><b>safe inside and out</b></li> <li><b>my body my rules</b></li> <li><b>feeling poorly</b></li> <li><b>people who help us</b></li> </ul>	<p><i>Module 3: Created to Live in Community:</i></p> <ul style="list-style-type: none"> <li><b>God is love</b></li> <li><b>Loving God, loving others</b></li> <li><b>Me, you, us</b></li> </ul>

<p><b>YR1 – 12 sessions (approx. 25 mins each)</b></p> <p><b>GV: Compassion</b></p>	<p>Module 1, unit 1: <i>Created and Loved by God: Let the children come</i> (10 mins daily for 1 week)</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Module 1, unit 1: <i>Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• God loves you</li> </ul> <p><b>EXISTING SCIENCE UNIT: Animals including humans (The Human Body &amp; Its Senses) Big Question: What can our bodies do?</b></p> <p><b>CHRISTMAS PERFORMANCE</b></p>	<p>Module 2, Unit 2: <i>Created to Love Others:</i></p> <ul style="list-style-type: none"> <li>• Special people</li> <li>• Treat others well</li> <li>• Say sorry</li> </ul> <p><b>Mental Health Week</b> <b>E-Safety Week</b></p>	<p>Module 2, Unit 3: <i>Created to Love Others:</i></p> <ul style="list-style-type: none"> <li>• Being safe</li> <li>• Good secrets and bad secrets</li> </ul>	<p>Module 2, Unit 3: <i>Created to Love Others:</i></p> <ul style="list-style-type: none"> <li>• Physical contact</li> <li>• Harmful substances</li> <li>• Can you help me?</li> </ul>	<p>Module 3, Unit 1: <i>Created to Live in Community:</i></p> <ul style="list-style-type: none"> <li>• Three in one</li> <li>• Who is my neighbour?</li> </ul> <p>Module 3, Unit 2 <i>Created to Live in Community:</i></p> <ul style="list-style-type: none"> <li>• The communities we live in</li> </ul> <p><b>EXISTING SCIENCE UNIT: Animals including Humans (Classification) Big Question: How are animals different to each other?</b></p>
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<p><b>YR2 – 8 sessions (approx. 35 mins each)</b></p> <p><b>GV: Forgiveness</b></p>	<p>Module 1, unit 1: <i>Created and Loved by God: Let the children come</i> (10 mins daily for 1 week)</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Module 1, unit 2: <i>Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <i>I am unique</i></li> <li>• <i>Girls and boys (non-genitalia version)</i></li> <li>• <i>Clean and healthy</i></li> </ul> <p><b>EXISTING SCIENCE</b> UNIT: Animals including humans (Life Processes &amp; Healthy Bodies) Big Question: How can I be healthy? Describe basic needs for survival – water, food, air – animals including humans, offspring grow into adults, Importance of exercise, right amounts of different foods and hygiene</p>	<p>Module 1, unit 3: <i>Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <i>Feelings, likes and dislikes</i></li> <li>• <i>Feeling inside out</i></li> <li>• <i>Super Suzie gets angry!</i></li> </ul> <p><b>EXISTING SCIENCE</b> UNIT: Living things and their Habitats (Ecosystems &amp; Adaptation) Big Question: What is a habitat?</p> <p><i>Module 1, unit 4: Created and Loved by God: The cycle of life – covered in science</i></p> <p><b>Mental Health Week</b> <b>E-Safety Week</b></p>	<p><b>SATS</b></p>	<p>Module 3: <i>Created to Live in Community:</i></p> <ul style="list-style-type: none"> <li>• <i>Three in one</i></li> <li>• <i>Who is my neighbour?</i></li> </ul> <p>Module 3, Unit 2: <i>Created to Live in Community:</i></p> <ul style="list-style-type: none"> <li>• <i>The communities we live in</i></li> </ul>	<p><b>YR2 PLAY</b></p>
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<p><b>YR3 – 9 sessions (approx. 45 mins each)</b></p> <p><b>Suggestion: cover the 9 sessions in the two terms that your class is not drumming</b></p> <p><b>GV: Gratitude</b></p>	<p><i>Module 1, unit 1: Created and Loved by God: <b>get up!</b> (15 mins daily for 1 week)</i></p> <p><b>EXISTING SCIENCE UNIT: Animals including Humans (Nutrition and Skeletomuscular System)</b>  <b>Big Question: Which parts of the body help us to move and what can I eat to keep my body healthy?</b></p>	<p><i>Module 1, unit 1: Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li><b>The sacraments</b></li> </ul> <p><i>Module 2, unit 1: Created to Love Others:</i></p> <ul style="list-style-type: none"> <li><b>Jesus, my friend</b></li> </ul>	<p><i>Module 2, Unit 2: Created to Love Others:</i></p> <ul style="list-style-type: none"> <li><b>Friends, family and others</b></li> <li><b>When things feel bad</b></li> </ul> <p><i>Module 2, unit 3: Created to Love Others:</i></p> <ul style="list-style-type: none"> <li><b>Sharing online</b></li> <li><b>Chatting online</b></li> </ul> <p><b>EXISTING SCIENCE UNIT: Plants (Organs and their functions)</b>  <b>Big Question: How do plants survive? Seed dispersal</b></p> <p><b>Mental Health Week</b>  <b>E-Safety Week</b></p>	<p><i>Module 2, unit 3: Created to Love Others:</i></p> <ul style="list-style-type: none"> <li><b>Safe in my body</b></li> <li><del>Drugs, alcohol, tobacco (covered in yr6)</del></li> <li><del>First aid heroes – replaced with first aid instructor visit?</del></li> </ul> <p><b>CTK Experience – First Aid visitor session</b></p>	<p><i>Module 3, unit 1: Created to Live in Community:</i></p> <ul style="list-style-type: none"> <li><b>Community of love</b></li> <li><b>What is the church?</b></li> </ul> <p><b>KS2: Digital Wellbeing by Google</b></p>	<p><i>Module 3, unit 2: Created to Live in Community:</i></p> <ul style="list-style-type: none"> <li><b>How do I love others?</b></li> </ul> <p><b>EXISTING SCIENCE UNIT: Light (Reflection, Shadows &amp; Dangers) Big Question: What can light do? – UV rays, sun cream and sun damage</b></p>
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<p><b>YR4 – 10 sessions (between 45 – 60 mins each)</b></p> <p><b>GV: Hope</b></p>	<p><i>Module 1, unit 1: Created and Loved by God: <b>get up!</b> (15 mins daily for 1 week)</i></p> <p><b>EXISTING SCIENCE</b> UNIT: Animals including Humans (The Digestive System &amp; Food Chains, teeth) Big Question: What happens to our food when we eat it?</p>	<p><i>Module 1, unit 2: Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <b>We don't have to be the same</b></li> <li>• <b>Respecting our bodies (physical exercise)</b></li> <li>• <b>Girl/boy discussion groups (if needed)</b></li> </ul>	<p><i>(moved from yr5) Module 2, unit 2: Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <b>Under pressure</b></li> <li>• <b>Do you want a piece of cake? (consent)</b></li> <li>• <b>Self-talk</b></li> </ul> <p><b>Mental Health Week</b> <b>E-Safety Week</b></p>	<p><b>EASTER PLAY</b></p>	<p><i>Module 1, unit 3: Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <b>What am I feeling?</b></li> <li>• <b>What am I looking at?</b></li> <li>• <b>I am thankful</b></li> </ul> <p><b>EXISTING SCIENCE</b> UNIT: Living Things &amp; their Habitats (Classification &amp; Environmental Change) Big Question: How can we group different animals?</p> <p><b>KS2: Digital Wellbeing by Google</b></p>	<p><i>Module 3: unit 1: Created to Live in Community:</i></p> <ul style="list-style-type: none"> <li>• <b>Community of love</b></li> <li>• <b>What is the church?</b></li> </ul> <p><i>Module 3, unit 2: Created to Live in Community:</i></p> <ul style="list-style-type: none"> <li>• <b>How do I love others?</b></li> </ul>
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<p><b>YR5 – 10 sessions (between 45 – 60 mins each)</b></p> <p><b>Suggestions: cover the 10 sessions in the two terms that your class is not swimming</b></p> <p><b>GV: Service</b></p>	<p><i>Module 1, unit 1: Created and Loved by God: calming the storm (15 mins daily for 1 week)</i></p> <p><i>(moved from yr4)</i></p> <p><i>Module 1, unit 2: Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <i>What is puberty?</i></li> <li>• <i>Changing bodies (linking to science unit)</i></li> </ul> <p><i>Module 1, unit 4: Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <i>Menstruation (introduced in yr5, recapped in yr6) – linking to science unit</i></li> </ul> <p><b>EXISTING SCIENCE UNIT: Animals, including humans (Growth and Development)</b>  <b>Big Question: What happens to humans as they get older?</b></p>	<p><i>Module 1, unit 1: Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <i>Is God calling you?</i></li> </ul>	<p><b>Mental Health Week</b>  <b>E-Safety Week</b></p>	<p><i>Module 2, unit 3: Created to Love Others:</i></p> <ul style="list-style-type: none"> <li>• <i>Sharing isn't always caring (covered in computing/school website)</i></li> <li>• <i>Cyber bullying (covered in computing)</i></li> <li>• <i>Types of abuse</i></li> <li>• <i>Giving assistance</i></li> </ul> <p><b>EXISTING SCIENCE UNIT: Living things and their habitats (Life Cycles &amp; Reproduction)</b>  <b>Big Question: How do different organism's lifecycles vary?</b></p>	<p><i>Module 1, unit 4: Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <i>Life cycles (moved from yr4) – linking to science unit</i></li> </ul> <p><b>EXISTING SCIENCE UNIT: Living things and their habitats (Life Cycles &amp; Reproduction)</b>  <b>Big Question: How do different organism's lifecycles vary?</b></p> <p><b>KS2: Digital Wellbeing by Google</b></p>	<p><i>Module 3, unit 1: Created to Live in Community:</i></p> <ul style="list-style-type: none"> <li>• <i>The trinity</i></li> <li>• <i>Catholic social teaching</i></li> </ul> <p><i>Module 3, unit 2: Created to live in Community:</i></p> <ul style="list-style-type: none"> <li>• <i>Reaching out</i></li> </ul> <p><b>RESIDENTIAL TRIP</b></p>
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<p><b>YR6 – 15 sessions (approx. 60 mins each)</b></p> <p><b>Suggestion: work on a 2-week rotation in Advent Term to cover sessions - Use mission week to get some more done</b></p> <p><b>Suggestion: Pentecost term – complete a session a day for a week?</b></p> <p><b>GV: Justice</b></p>	<p><u>Module 1, unit 1:</u> <i>Created and Loved by God: <b>calming the storm</b> (15 mins daily for 1 week)</i></p> <p>Module 2, unit 3: <i>Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <b>Impacted lifestyles (moved from yr5)</b></li> <li>• <b>Making good choices (moved from yr5)</b></li> </ul> <p><b>EXISTING SCIENCE</b> UNIT: Animals, including humans (The Circulatory System) Big Question: What does blood do?</p>	<p>Module 1, unit 2: <i>Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <b>Gifts and Talents</b></li> </ul> <p>Module 1, unit 2: <i>Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <b>Girls' bodies</b></li> <li>• <b>Boys' bodies</b></li> <li>• <b>Spots and sleep</b></li> </ul> <p><b>RESIDENTIAL TRIP</b></p>	<p><b>SATS prep</b></p> <p><b>EXISTING SCIENCE</b> UNIT: Living things and their habitats (Classification) Big Question: <b>Is mould a living thing?</b></p> <p><b>Mental Health Week</b> <b>E-Safety Week</b></p>	<p><b>SATS</b></p>	<p><b>KS2 WRITING MODERATION</b></p> <p>Module 1, unit 3: <i>Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <b>Body image</b></li> <li>• <b>Funny feelings</b></li> <li>• <b>Emotional changes</b></li> <li>• <b>Seeing stuff online (pornography)</b></li> </ul> <p><b>EXISTING SCIENCE</b> UNIT: Evolution and Inheritance (and fossils) Big Question: <b>Do dinosaurs still exist?</b></p> <p><b>KS2: Digital Wellbeing by Google</b></p>	<p><b>YR6 PLAY</b></p> <p>Module 1, unit 4: <i>Created and Loved by God:</i></p> <ul style="list-style-type: none"> <li>• <b>Making babies part 1</b></li> <li>• <b>Menstruation (recap from yr5)</b></li> </ul> <p>Module 3, unit 1: <i>Created to Live in Community:</i></p> <ul style="list-style-type: none"> <li>• <b>The trinity</b></li> <li>• <b>Catholic social teaching</b></li> </ul> <p>Module 3, unit 2: <i>Created to live in Community:</i></p> <ul style="list-style-type: none"> <li>• <b>Reaching out</b></li> </ul> <p><b>Warning-Zone YR6 Trip: <b>Online relationships, grooming</b></b></p>
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**Other ways the statutory requirements are met:**

- Behaviour Mentor
- Anti-Bully Ambassadors
- Odd-Sock Day – respect differences
- Behaviour Policy/Bootcamp
- Church Teachings
- Chaplaincy team
- Charity work for mental wellbeing – community service
- E-Safety Week
- Mental Health Week
- Gospel Values
- Weekly Word
- Classroom support strategies (collate CTK Mental Health Toolkit of ideas and share with staff – FIT team)
- FIT team support
- Website resources for parents about mental health
- FoodForLife award
- Right Respecting Bronze Award
- School Council

**Appendices:**

Appendix A: Online Safety breakdown cross referenced with RSHE curriculum

Appendices B – H: Year group lists of hyperlinks to the sessions to cover from Life to the Full

*Notes:*

Computing – yr5 game creator unit – add in about age restricted games, and why these restrictions are place

Cyberbullying from yr5 – add into computing – SN

Yr2 – non-genitalia version still needs to identify ‘private parts’ and make this explicit to the children

Still to cover:

- Obesity – yr3 sugar content – animals including humans – yr6 include in drugs and alcohol damaging effects of being overweight - FoodForLife
- Immunisation and vaccination

## Appendix A: Online Safety breakdown – Cross-referenced with Relationships Education, Relationships and Sex Education (RSE) and Health Education

The key points highlighted in the document are all covered within the school’s digital literacy program. Our school Online Safety Policy and Safeguarding Policy outline our expectations and procedures in further detail.

RSE Document page ref	Extract	Year group	Objective
Introduction – Page 9	8. Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, schools should take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.	All	<i>Various – effective and safe decision making is revisited year on year throughout our digital literacy curriculum.</i>
Introduction page - 9	9. More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to	Year 4	<p><i>They will understand that an adult need to know what they are doing online and understand how to report concerns, including cyberbullying.</i></p> <p><i>Children begin to understand that any personal information they put online can be seen and used by others</i></p> <p><i>They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites</i></p>



<p>Relationships education (Primary)- page 19</p>	<p>58. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.</p>	<p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>	<p><i>Children will begin to understand that any personal information they put online can be seen and used by others.</i></p> <p><i>Children begin to understand that any personal information they put online can be seen and used by others.</i></p> <p><i>They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly.</i></p> <p><i>Children will understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.</i></p> <p><i>In Year 6 children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.</i></p> <p><i>Children will understand how to use social networking websites appropriately, keeping an adult informed about their online activity</i></p> <p><i>Our Year 6 children will understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.</i></p>
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<p>Relationships Education (Primary)- page 20</p>	<p>62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. <b>This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.</b> Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. <b>At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.</b> These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.</p>	<p>EYFS  Year 1 &amp; Year 2  Year 3  Year 4  Year 5  Year 6</p>	<p><i>Recognise the impact of good choices and consequences of wrong ones.</i></p> <p><i>Children will know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.</i></p> <p><i>Children will understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying.</i></p> <p><i>They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites.</i></p> <p><i>In Year 5 they will recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use.</i></p> <p><i>They will learn how to make good choices when they present themselves online.</i></p> <p><i>The children will recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks (including online gaming communities)</i></p>
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<p>Managing difficult questions – Page 23</p>	<p>63. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. <b>Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.</b></p>	<p>EYFS  Year 1 &amp; Year2  Year 3</p>	<p><i>Children understand that they must ask an adult whether they can use a game or app.</i></p> <p><i>Children will know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.</i></p> <p><i>Children will understand that an adult need to know what they are doing online. Children are taught the importance of safe search.</i></p>
<p>Relationships and Sex Education – Page 27</p>	<p>80. <b>Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.</b></p>	<p>Various  EYFS  Year 1</p>	<p><i>Key aspect of digital literacy during online safety week. Taught throughout every year group in various different exercises around recognising risk.</i></p> <p><i>Children know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried.</i></p> <p><i>They will begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences</i></p> <p><i>Children will know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.</i></p>

<p>Relationships and Sex Education – Page 27</p>	<p>81. Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.</p>	<p>Year 5  Year 6</p>	<p><i>In Year 5 they will recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use.</i></p> <p><i>In Year 6 children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.</i></p>
<p>Physical Health and mental wellbeing (Primary)- Page 32</p>	<p>95. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.</p>	<p>Year 4 &amp; Year 5  Year 5 &amp; Year 6</p>	<p><i>Children recognise the need to choose age appropriate games to play on their devices, and when to limit use</i></p> <p><i>Aspects of this are taught through visit to the e-safety aspect 'The Warning Zone' (life skills center). Pupils in Year 6 also engage with the thinkuknow program which highlights the importance of age restrictions.</i></p>

<p>Online relationships – Page 22</p>	<p><b><u>Online relationships</u></b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	<p>Various</p> <p>Year 1&amp; Year 2</p> <p>Year 6</p>	<p><i>Visits from the local police unit during e-safety week</i></p> <p><i>Recognise the difference between real and imaginary online experiences</i></p> <p><i>The warning zone – Online grooming</i></p>
<p>Online relationships – Page 22</p>	<p><b><u>Online relationships</u></b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Year 4</p> <p>Year 5 &amp; Year 6</p>	<p><i>They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites. Children will recognise the effect their writing or images might have on others.</i></p> <p><i>Children will understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.</i></p>

<p>Online relationships – Page 22</p>	<p><b><u>Online relationships</u></b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	<p>EYFS</p> <p>Year 1 &amp; Year 2</p> <p>Year 3 &amp; Year 4</p> <p>Year 6</p>	<p><i>Children recognise who they can ask for help and know when they need help.</i></p> <p><i>Children will know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.</i></p> <p><i>Children will understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying.</i></p> <p><i>Children will understand how to use social networking websites appropriately, keeping an adult informed about their online activity</i></p>
<p>Online relationships – Page 22</p>	<p><b><u>Online relationships</u></b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	<p>Year 1 &amp; Year 2</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>	<p><i>They will begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences.</i></p> <p><i>They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites.</i></p> <p><i>In Year 5 they will recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use.</i></p> <p><i>The children will recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks (including online gaming communities)</i></p>

<p>Online relationships – Page 22</p>	<p><b><u>Online relationships</u></b> Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>how information and data is shared and used online.</b></li> </ul>	<p>EYFS</p> <p>Year 1 &amp; Year 2</p> <p>Year 3 &amp; Year 4</p> <p>Year 5</p>	<p><i>Children understand that they need to share equipment and take turns.</i></p> <p><i>Our children will begin to understand what personal information is and who you can share it with, including the need to keep passwords private.</i></p> <p><i>Children will begin to understand that any personal information they put online can be seen and used by others.</i></p> <p><i>Children will understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.</i></p>





<p>Internet safety and harms page - 33</p>	<p><b><u>Internet safety and harms</u></b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Year 1 &amp; Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5 &amp; Year 6</p>	<p><i>Our children will begin to understand what personal information is and who you can share it with, including the need to keep passwords private.</i></p> <p><i>In Year 3 the children will recognise the need to keep personal information and passwords private. They will recognise the need for a secure password.</i></p> <p><i>Children will recognise the effect their writing or images might have on others.</i></p> <p><i>Children will understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.</i></p>
<p>Internet safety and harms page - 33</p>	<p><b><u>Internet safety and harms</u></b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	<p>Various</p> <p>Year 4</p> <p>Year 6</p>	<p><i>Pupils in all year groups are taught about appropriate ages for playing various games and using different social media sites. This takes place through general computing lessons and there is a specific focus for Years 2-6 during online safety week.</i></p> <p><i>They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites</i></p> <p><i>The children will recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks (including online gaming communities)</i></p>

<p>Internet safety and harms page - 33</p>	<p><b><u>Internet safety and harms</u></b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Various</p> <p>Various KS2</p> <p>Year 4</p> <p>Year 6</p> <p>Year 6</p>	<p><i>See schools Anti bullying policy &amp; school's online safety policy.</i></p> <p><i>Children are taught about bullying, cyber bullying and trolling through online safety week and PSHE lessons.</i></p> <p><i>They will understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying.</i></p> <p><i>In Year 6 children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.</i></p> <p><i>The children will recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks (including online gaming communities)</i></p> <p><i>The warning Zone:</i></p> <ul style="list-style-type: none"> <li>• <i>Online grooming</i></li> <li>• <i>Cyber bullying and trolling</i></li> </ul>
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<p>Internet safety and harms page - 33</p>	<p><b><u>Internet safety and harms</u></b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>		
<p>Internet safety and harms page - 33</p>	<p><b><u>Internet safety and harms</u></b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>EYFS</p> <p>Year 1 &amp; Year 2</p> <p>Year 4 &amp; Year 3</p> <p>Year 6</p>	<p><i>Children recognise who they can ask for help and know when they need help.</i></p> <p><i>Children will know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.</i></p> <p><i>They will understand that an adult need to know what they are doing online and understand how to report concerns, including cyberbullying.</i></p> <p><i>In Year 6 children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.</i></p>





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<p><b>Key:</b></p>		
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**EYFS**

*Module 1, Unit 1: Created and Loved by God:*  
Handmade with love (10 mins daily for 1 week)

**11 sessions (approx. 15 mins each):**

- *Module 1, Unit 2: Created and Loved by God:* Heads, shoulders, knees and toes
- *Module 1, Unit 3: Created and Loved by God:* I like, you like, we all like
- *Module 1, Unit 3: Created and Loved by God:* Let's get real!
- *Module 1, Unit 4: Created and Loved by God:* Growing up
- *Module 2, Unit 2: Created to Love Others:* safe inside and out
- *Module 2, Unit 2: Created to Love Others:* my body my rules
- *Module 2, Unit 2: Created to Love Others:* feeling poorly
- *Module 2, Unit 2: Created to Love Others:* people who help us
- *Module 3: Created to Live in Community:* God is love
- *Module 3: Created to Live in Community:* loving God, loving others
- *Module 3: Created to Live in Community:* me, you, us



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## YEAR 1

*Module 1, unit 1: Created and Loved by God: **et the children come** (10 mins daily for 1 week)*

### 12 sessions (approx. 25 mins each):

- *Module 1, unit 1: Created and Loved by God: **And loves you***
- *Module 2, Unit 2: Created to Love Others: **Special people***
- *Module 2, Unit 2: Created to Love Others: **Treat others well!***
- *Module 2, Unit 2: Created to Love Others: **Say sorry***
- *Module 2, Unit 3: Created to Love Others: **Being Safe** (Smartie the Penguin)*
- *Module 2, Unit 3: Created to Love Others: **Good Secrets and Bad Secrets***
- *Module 2, Unit 3: Created to Love Others: **Physical contact** (45 mins or split into 2x 25 mins)*
- *Module 2, Unit 3: Created to Love Others: **Harmful substances***
- *Module 2, Unit 3: Created to Love Others: **Can you help me?** (40 mins or split into 2x 20 mins)*
- *Module 3, Unit 1: Created to Live in Community: **Three in One***
- *Module 3, Unit 1: Created to Live in Community: **Who is my neighbour?***
- *Module 3, Unit 1: Created to Live in Community: **The communities we live in***

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**YEAR 2**



*Module 1, unit 1: Created and Loved by God: **et the children come** (10 mins daily for 1 week)*

**8 sessions (approx. 35 mins each):**

- *Module 1, unit 2: Created and Loved by God: **I am unique***
- *Module 1, unit 2: Created and Loved by God: **Girls and Boys (Non-genitalia version)***
- *Module 1, unit 3: Created and Loved by God: **Feelings, likes and dislikes***
- *Module 1, unit 3: Created and Loved by God: **Feeling inside out***
- *Module 1, unit 3: Created and Loved by God: **Super Suzie gets angry!***
- *Module 3: Created to Live in Community: **Three in one***
- *Module 3: Created to Live in Community: **Who is my neighbour?***
- *Module 3, Unit 2: Created to Live in Community: **The communities we live in***

**Note:**

In 'Girls and Boys' lesson, staff should identify genitalia as 'private parts' - make use of the NSPCC resource 'Privates are Private!'



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**YEAR 3**

*Module 1, unit 1: Created and Loved by God: **set up!** (15 mins daily for 1 week)*

**9 sessions (approx. 45 mins each):**

- *Module 1, unit 1: Created and Loved by God: **The Sacraments***
- *Module 2, unit 1: Created to Love Others: **Jesus, my friend***
- *Module 2, Unit 2: Created to Love Others: **Friends, family and others***
- *Module 2, Unit 2: Created to Love Others: **When things feel bad***
- *Module 2, unit 3: Created to Love Others: **Safe in my body***
- *Module 2, unit 3: Created to Love Others: **First Aid Heroes** – or replace with First Aid visitor*
- *Module 3, unit 1: Created to Live in Community: **Community of love***
- *Module 3, unit 1: Created to Live in Community: **what is the church?***
- *Module 3, unit 2: Created to Live in Community: **How do I love others?***



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## YEAR 4

Module 1, unit 1: Created and Loved by God: **Get up!** (15 mins daily for 1 week)

### 10 sessions (between 45 – 60 mins each):

- Module 1, unit 2: Created and Loved by God: **We don't have to be the same**
- Module 2, unit 2: Created and Loved by God: **Under pressure** (moved from yr5)
- Module 2, unit 2: Created and Loved by God: **Do you want a piece of cake? (consent)** (moved from yr5)
- Module 2, unit 2: Created and Loved by God: **Self-talk** (moved from yr5)
- Module 1, unit 3: Created and Loved by God: **What am I feeling?**
- Module 1, unit 3: Created and Loved by God: **What am I looking at? (social media – reality/fake)**
- Module 1, unit 3: Created and Loved by God: **I am thankful**
- Module 3, unit 1: Created to Live in Community: **Community of love**
- Module 3, unit 1: Created to Live in Community: **What is the church?**
- Module 3, unit 2: Created to Live in Community: **How do I love others?**



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## YEAR 5

*Module 1, unit 1: Created and Loved by God: **calming the storm** (15 mins daily for 1 week)*

### 10 sessions (between 45 – 60 mins each):

- *Module 1, unit 2: Created and Loved by God: **What is puberty?** (moved from yr4)*
- *Module 1, unit 2: Created and Loved by God: **Changing bodies** (moved from yr4)*
- *Module 1, unit 4: Created and Loved by God: **Menstruation** (introduced in yr5, recapped in yr6)*
- *Module 1, unit 1: Created and Loved by God: **Is God calling you?***
- *Module 2, unit 3: Created to Love Others: **Types of abuse***
- *Module 2, unit 3: Created to Love Others: **Giving assistance** (basic first aid)*
- *Module 1, unit 4: Created and Loved by God: **Life cycles** (moved from yr4)*
- *Module 3, unit 1: Created to Live in Community: **The Trinity***
- *Module 3, unit 1: Created to Live in Community: **Catholic social teaching***
- *Module 3, unit 2: Created to live in Community: **Reaching out***

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## Year 6

*Module 1, unit 1: Created and Loved by God: **calming the storm** (15 mins daily for 1 week*

### 15 sessions (approx. 60 mins each):

- *Module 2, unit 3: Created and Loved by God: **Impacted lifestyles (illegal substances)** (moved from yr5)*
- *Module 2, unit 3: Created and Loved by God: **Making good choices (drugs and alcohol)** (moved from yr5)*
- *Module 1, unit 2: Created and Loved by God: **Gifts and Talents***
- *Module 1, unit 2: Created and Loved by God: **Girls' bodies***
- *Module 1, unit 2: Created and Loved by God: **Boys' bodies***
- *Module 1, unit 2: Created and Loved by God: **Spots and sleep***
- *Module 1, unit 3: Created and Loved by God: **Body image***
- *Module 1, unit 3: Created and Loved by God: **Funny feelings***
- *Module 1, unit 3: Created and Loved by God: **Emotional changes***
- *Module 1, unit 4: Created and Loved by God: **Making babies part 1** – send [Making babies part 2](#) for home learning made available on the Parent Portal*
- *Module 1, unit 4: Created and Loved by God: **Menstruation** (recap from yr5)*
- *Module 3, unit 1: Created to Live in Community: **The Trinity***
- *Module 3, unit 1: Created to Live in Community: **Catholic social teaching***
- *Module 3, unit 2: Created to live in Community: **Reaching out***

