



## **OUR LADY AND ST BENEDICT CATHOLIC ACADAEMY PSHE POLICY STATEMENT**

Dated: March 2026

Review: July 2027

### **Our Mission Statement:**

‘Loving, Learning and Looking forward with Christ.’

Following the example of Our Lady and St. Benedict we are rooted to Christ in all that we say, do and think. Within our safe Catholic family we love, learn and ensure children are ready for their next step in society with Christ as their purpose.

### **Rationale:**

We aim to provide a PSHE curriculum that supports the development of the whole child including meeting their needs in an ever-changing world. Personal, social and health education helps to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens. At Our Lady and St Benedict Catholic Academy, we feel that it is our responsibility to promote the personal and social development of all our pupils focusing on spiritual, moral, cultural, mental and physical development of pupils at the school and in society, this in turn will prepare pupil for later life.

### **It is our Aim to:**

- Provide a PSHE curriculum in line with the national curriculum.
- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Provide guidance and support for staff.
- Inform parents/carers to enable the whole school community to work as part of a collaborative team.
- Support pupils to learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- Teach PSHE as a discrete subject and as part of the broader curriculum as well as other opportunities linked to our school community / parish e.g. fundraising for charities.

## Teaching and Learning:

Class teachers are responsible for planning a series of lessons in line with whole school themes. For these lessons, we use the ten:ten scheme of work and approach to support and guide staff in the planning of the discrete lessons. Each session is adapted to suit the needs of each class. Along with the ten:ten approach we also follow the mindup approach to support the improvement of emotional self-regulation and focus for learning. These lessons are then interweaved in line with the whole school themes for the half term.

## Curriculum

Within each phase of the school ten:ten is taught under the following modules:

### Module One – Created and Loved by God.

This module explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

### Module Two – Created to Love Others.

This module explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

### Module Three – Created to Live in Community.

This module explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:

For each phase of the school each of the modules are then split into units of work linking to the theme of each module. See appendix below for the breakdown of these for each year group.

## MindUp

The Mindup approach, which promotes mental health and emotional well-being within the school community. The core mindfulness practice, the Brain Break, is practised at least 3 times a day for 3 minutes consisting of focusing on one's breathing and attentive listening to a single resonant sound. The curriculum includes lessons that promote executive functions and self-regulation (e.g. mindful smelling, mindful tasting), social and emotional understanding (e.g. using literature to promote perspective-taking skills and empathy), and positive mood (e.g. learning optimism, practising gratitude). These activities are aimed at changing the ecology of the classroom environment to one in which belonging, caring, collaboration and understanding others is emphasised to create a positive classroom culture.

<b>UNIT 1:</b> <b>GETTING FOCUSED</b> Neuroscience Foundations	HOW OUR BRAINS WORK	MINDFUL AWARENESS	FOCUSED AWARENESS
	MINDFUL LISTENING	MINDFUL SEEING	MINDFUL SMELLING
<b>UNIT 2:</b> <b>SHARPENING YOUR SENSES</b> Mindful Awareness	MINDFUL TASTING	MINDFUL MOVEMENT PART 1	MINDFUL MOVEMENT PART 2
	PERSPECTIVE TAKING	CHOOSING OPTIMISM	APPRECIATING HAPPY EXPERIENCES
<b>UNIT 3:</b> <b>ALL ABOUT ATTITUDE</b> Positive Psychology	EXPRESSING GRATITUDE	PERFORMING ACTS OF KINDNESS	TAKING MINDFUL ACTION IN THE WORLD
<b>UNIT 4:</b> <b>TAKING ACTION MINDFULLY</b> Social Emotional Learning			

### Teaching and learning of PSHE across the curriculum.

The following curricular links show where some of the PSHE objectives can be taught, however effective provision of PSHE needs to include discrete teaching in order to ensure full coverage of the statutory Framework at key stages 1 and 2.

Literacy – skills in enquiry and communication.

Numeracy – problem solving and team work to solve problems.

Science – drugs (including medicines), sex, health, safety and the environment.

Religious Education – religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

Physical Education – teaching and learning about health and safety, development of personal and social skills through team and individual activities, promotion of healthy lifestyles and the importance of exercise.

Geography – topical issues concerning the environment such as climate issues and sustainability, study of own locality and the wider world, including less economically developed countries.

History – looking at reasons behind historical events, changes and diversity within society, significant people, events, ideas and experiences of people from the past.

Computing – communicating with others and staying safe online.

Design and Technology – health and safety, healthy eating, use of technology, realising the needs of people through designs.

Art and Design – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.

Music – making the most of abilities in playing and singing, cultural diversity, expression.

We have adapted the PSHE curriculum to ensure pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They will become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and how their behaviour can affect local, national or global issues and political and social institutions such as learning about democracy, UK parliament week as well as climate change aspects. Pupils will learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying. In addition to this, the curriculum has been adapted to teach about local issues that may affect pupils such as knife crime and gang crime.

#### Recording of PSHE work

Each child has a PSHE journal in which they record ideas, thoughts and feelings for most lessons where it is appropriate. Pupils are given the opportunity to reflect upon learning from the session.

#### Assessment

At the start of each lesson, a period of time is spent revisiting previously covered learning to assess knowledge recall and clarify any misconceptions. Pupils are encouraged to improve their own learning performance through the school marking policy. We assess the children's work in PSHE by making informal judgements as we observe the children during lessons. At the end of each academic year, staff share transition information relating to PSHE with each other. Reports to parents are completed annually.

#### Relationships and Health Education (RHE)

In order to cover the statutory requirements and fulfil this in a way that meets our catholic education needs we follow the ten:ten life to the full scheme of work. It is taught with a spiral approach to learning in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional well-being, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

#### Inclusion: PSHE and inclusion

Mindup is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. The entire teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, are given full access to the PSHE Schemes of Work. Our curriculum planning allows children to gain a progressively deeper understanding of competency as they move through our school. In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the EHCP and Pupil Passports that apply to children being taught in the class. For pupils with SEND, learning is scaffolded accordingly so that all pupils are included. There are occasions when the resources may be different from those of the class but these will be in keeping with the pupil's passport.

More able and talented pupils will be identified and their work scaffolded accordingly. We provide for more able learners' needs through a framework of high quality first teaching, which focuses on ensuring the children are challenged appropriately. In addition, we focus on developing their learning behaviours, including greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to: setting suitable learning challenges, responding to the diverse learning needs of pupils, overcoming potential barriers to learning and assessment for individuals and groups of pupils. The above principles are considered in medium and short-term planning. Teaching assistants may support individuals or groups of children within the lessons.

### Monitoring and review

Monitoring of the subject takes place by the Subject Leader, through learning visits, PSHE book scans and pupil conversations, once a term. The Subject Leader reviews PSHE resource provision and supports teachers via co-planning, sharing subject knowledge, observing and giving feedback. A subject action plan is in place which is RAG rated termly to support school improvement and inform future planning.

This policy will be reviewed on an annual basis.

Signed: Z Cogan

Dated: March 2026

Review: July 2027



Appendix

	EYFS	KS1	LKS2	UKS2
<b>Module 1</b>				
<b>Religious Understanding</b>	<p>Children can express that:</p> <ul style="list-style-type: none"> <li>We are created individually by God as part of His creation plan</li> <li>We are all God's children and are special</li> <li>Our bodies were created by God and are good</li> <li>We can give thanks to God</li> </ul>	<p>Children can express that:</p> <ul style="list-style-type: none"> <li>We are created individually by God</li> <li>God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness</li> <li>We are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>We can give thanks to God in different ways</li> </ul>	<p>Children can explain that:</p> <ul style="list-style-type: none"> <li>We are created individually by God who is Love, designed in His own image and likeness</li> <li>God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)</li> <li>Every human life is precious from the beginning of life (conception) to natural death</li> <li>Personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> <li>In Baptism God makes us His adopted children and 'receivers' of His love</li> <li>By regularly receiving the Sacrament of Reconciliation, we grow in good deeds</li> </ul>	<p>Children can explain that:</p> <ul style="list-style-type: none"> <li>We were created individually by God who cares for us and wants us to put our faith in Him</li> <li>Physically becoming an adult is a natural phase of life</li> <li>Lots of changes will happen during puberty and some times it might feel confusing, but it is all part of God's great plan and the results will be worth it!</li> </ul>

			<p>(human virtue)</p> <ul style="list-style-type: none"><li>• It is important to make a nightly examination of conscience</li></ul>	
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	EYFS	KS1	LKS2	UKS2
<b>Me, My Body, My Health</b>	<p>Children can express that:</p> <ul style="list-style-type: none"> <li>We are each unique, with individual gifts, talents and skills</li> <li>Whilst we all have similarities because we are made in God's image, difference is part of God's plan</li> <li>That their bodies are good and made by God</li> <li>The names of the parts of the body (not genitalia)</li> <li>That our bodies are good and we need to look after them</li> <li>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>That we are unique, with individual gifts, talents and skills</li> <li>That our bodies are good</li> <li>The names of the parts of our bodies (naming genitalia will depend on key decision made by individual schools)</li> <li>That girls and boys have been created by God to be both similar and different and together make up the richness of the human family</li> <li>Our bodies are good and we need to look after them</li> <li>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li> <li>The importance of sleep, rest and recreation for our health;</li> <li>How to maintain personal hygiene</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</li> <li>Self-confidence arises from being loved by God (not status, etc)</li> <li>They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do</li> </ul> <p><b>Year 4 onwards</b></p> <ul style="list-style-type: none"> <li>What the term puberty means</li> <li>When they can expect puberty to take place</li> <li>That puberty is part of God's plan for our bodies</li> <li>Correct naming of genitalia</li> <li>What changes will happen to boys during puberty</li> <li>What changes will happen to girls during puberty</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community</li> <li>Self-confidence arises from being loved by God (not status, etc)</li> <li>That human beings are different to other animals</li> <li>About the unique growth and development of humans, and the changes that girls and boys will experience during puberty</li> <li>About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately</li> <li>The need for modesty and appropriate boundaries</li> <li>How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</li> </ul>

	EYFS	KS1	LKS2	UKS2
<b>Emotional Well-being</b>	<p>Children can express that:</p> <ul style="list-style-type: none"> <li>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• That it is natural for us to relate to and trust one another</li> <li>• A language to describe their feelings</li> <li>• An understanding that everyone experiences feelings, both good and bad</li> <li>• Simple strategies for managing feelings</li> <li>• Simple strategies for managing emotions and behaviour</li> <li>• That we have choices and these choices can impact how we feel and respond.</li> <li>• We can say sorry and forgive like Jesus</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That it is natural for us to relate to and trust one another</li> <li>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• A language to describe our feelings</li> <li>• In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</li> <li>• Simple strategies for managing feelings and for good behaviour</li> <li>• That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</li> <li>• That Jesus died on the cross so that we would be forgiven</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action</li> <li>• What emotional well-being means;</li> <li>• That positive actions help emotional well-being (beauty, art, etc. lift the spirit)</li> <li>• That talking to trusted people helps emotional well-being (eg parents/carers/teacher/parish priest)</li> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That some behaviour is wrong, unacceptable, unhealthy and risky</li> <li>• That thankfulness builds resilience against</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</li> <li>• A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action</li> <li>• That some behaviour is wrong, unacceptable, unhealthy or risky</li> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers</li> </ul>

			feelings of envy, inadequacy and insecurity, and against pressure from peers and the media	when worried ensures healthy well-being <ul style="list-style-type: none"><li>• The difference between harmful and harmless videos and images</li></ul>
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	EYFS	KS1	LKS2	UKS2
				<ul style="list-style-type: none"> <li>The impact that harmful videos and images can have on young minds</li> <li>Ways to combat and deal with viewing harmful videos and images</li> </ul>
<b>Life Cycles</b>	<p>Children can express that:</p> <ul style="list-style-type: none"> <li>That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult</li> </ul>	<p>Children can describe:</p> <ul style="list-style-type: none"> <li>That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>That they were handmade by God with the help of their parents</li> <li>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</li> <li>How conception and life in the womb fits into the cycle of life</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>How a baby grows and develops in its mother's womb</li> <li>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> <li>Some practical help on how to manage the onset of menstruation.</li> </ul>

	EYFS	KS1	LKS2	UKS2
<b>Module 2</b>				
<b>Religious Understanding</b>	<p>Children can express that:</p> <ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Jesus cared for others and wanted them to live good lives like Him</li> <li>We should love other people in the same way God loves us</li> </ul>	<p>Children can describe that:</p> <ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Saying sorry is important and can mend friendships;</li> <li>Jesus cared for others and had expectations of them and how they should act</li> <li>We should love other people in the same way God loves us</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>That God loves, embraces, guides, forgives and reconciles us with him and one another</li> <li>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness</li> <li>That relationships take time and effort to sustain</li> <li>That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness</li> </ul>	<p>Children can describe:</p> <ul style="list-style-type: none"> <li>That God calls us to love others</li> <li>Ways in which we can participate in God's call to us</li> </ul>

<p><b>Personal Relationships</b></p>	<p>Children are able to describe:</p> <ul style="list-style-type: none"> <li>• Special people (e.g. parents, carers, friends) and what makes them special</li> <li>• The importance of the nuclear family and of the wider family</li> <li>• The importance of being close to and trusting of 'special people' and telling them if something is troubling them</li> <li>• How their behaviour affects other people and that there is</li> </ul>	<p>Children are able to describe:</p> <ul style="list-style-type: none"> <li>• 'Special people' (their parents, carers, friends, parish priest) and what makes them special</li> <li>• The importance of nuclear and wider family</li> <li>• The importance of being close to and trusting special people and telling them if something is troubling them</li> <li>• How their behaviour affects</li> </ul>	<p>Children can describe:</p> <ul style="list-style-type: none"> <li>• Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong</li> <li>• That there are different types of relationships including those between acquaintances, friends, relatives and family</li> <li>• That good friendship is when</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That pressure comes in different forms, and what those different forms are</li> <li>• That there are strategies that they can adopt to resist pressure</li> <li>• What consent and bodily autonomy means</li> <li>• Different scenarios in which it is right to say 'no'</li> <li>• How thoughts and feelings</li> </ul>
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	EYFS	KS1	LKS2	UKS2
	<p>appropriate and inappropriate behaviour</p> <ul style="list-style-type: none"> <li>The characteristics of positive and negative relationships</li> <li>Different types of teasing and that all bullying is wrong and unacceptable</li> <li>When they have been unkind to others and say sorry</li> <li>That when we are unkind, we hurt God and should say sorry</li> <li>When people are being unkind to them and others and how to respond</li> <li>That we should forgive like Jesus forgives</li> </ul>	<p>other people, and that there is appropriate and inappropriate behaviour</p> <ul style="list-style-type: none"> <li>The characteristics of positive and negative relationships</li> <li>Different types of teasing and that all bullying is wrong and unacceptable</li> <li>When they have been unkind and say sorry</li> <li>When people are being unkind to them and others and how to respond</li> <li>When we are unkind to others, we hurt God also and should say sorry to him as well</li> <li>That we should forgive like Jesus forgives</li> </ul>	<p>both persons enjoy each other's company and also want what is truly best for the other</p> <ul style="list-style-type: none"> <li>The difference between a group of friends and a 'clique'</li> <li>Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>Harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> </ul>	<p>impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</p>

<p><b>Keeping Safe</b></p>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• About safe and unsafe situations indoors and outdoors, including online</li> <li>• That they can ask for help from their special people</li> <li>• That they are entitled to bodily privacy</li> <li>• That they can and should be open with 'special people' they trust if anything troubles them</li> <li>• That there are different people</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• Some safe and unsafe situations, including online</li> <li>• The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</li> <li>• How to resist pressure when feeling unsafe</li> <li>• That they are entitled to bodily privacy</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• How to use technology safely</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• How to use technology safely</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</li> </ul>
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	EYFS	KS1	LKS2	UKS2
	<p>we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</p> <ul style="list-style-type: none"> <li>• That medicines should only be taken when a parent or doctor gives them to us</li> <li>• That medicines are not sweets</li> <li>• That we should always try to look after our bodies because God created them and gifted them to us</li> <li>• That there are lots of jobs designed to help us</li> <li>• That paramedics help us in a medical emergency</li> <li>• That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> </ul>	<ul style="list-style-type: none"> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest</li> <li>• That medicines are drugs, but not all drugs are good for us</li> <li>• That alcohol and tobacco are harmful substances</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade</li> <li>• That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999</li> <li>• Some basic principles of First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• How to use technology safely</li> <li>• That bad language and bad behaviour are inappropriate</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</li> <li>• That medicines are drugs, but not all drugs are good for us</li> </ul>	<ul style="list-style-type: none"> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• What the term cyberbullying means and examples of it</li> <li>• What cyberbullying feels like for the victim</li> <li>• How to get help if they experience cyberbullying</li> <li>• What kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</li> <li>• The effect that a range of substances including drugs, tobacco and alcohol can have on the body</li> <li>• How to make good choices about substances that will have a positive impact on their health</li> <li>• That our bodies are created by</li> </ul>

			<p>That alcohol and tobacco are harmful substances</p> <ul style="list-style-type: none"><li>• That our bodies are created by God, so we should take care of them and be careful</li></ul>	<p>God, so we should take care of them and be careful about what we consume • How they may come under pressure when it comes to drugs, alcohol and tobacco</p>
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	EYFS	KS1	LKS2	UKS2
			<ul style="list-style-type: none"> <li>about what we consume</li> <li>That in an emergency, it is important to remain calm</li> <li>That quick reactions in an emergency can save a life</li> <li>How to help in an emergency using their First Aid knowledge</li> </ul>	<ul style="list-style-type: none"> <li>That they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</li> <li>That the recovery position can be used when a person is unconscious but breathing</li> <li>That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</li> </ul>
<b>Module 3</b>				
<b>Religious Understanding</b>	<p>Children can express:</p> <ul style="list-style-type: none"> <li>That God is love: Father, Son and Holy Spirit</li> <li>That being made in His image means being called to be loved and to love others</li> <li>What a community is, and that God calls us to live in community with one another</li> <li>Some Scripture illustrating the importance of living in a community</li> <li>That no matter how small our offerings, they are valuable to God and He can use them for His glory</li> </ul>	<p>Children can explain</p> <ul style="list-style-type: none"> <li>That God is love: Father, Son and Holy Spirit</li> <li>That being made in His image means being called to be loved and to love others</li> <li>What a community is, and that God calls us to live in community with one another</li> <li>A scripture illustrating the importance of living in community as a consequence of this</li> <li>Jesus’ teaching on who is my neighbour</li> </ul>	<p>Children can describe that:</p> <ul style="list-style-type: none"> <li>God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self giving relationship’</li> <li>The human family can reflect the Holy Trinity in charity and generosity</li> <li>The Church family comprises home, school and parish (which is part of the diocese)</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</li> <li>That the Holy Spirit works through us to bring God’s love and goodness to others</li> <li>The principles of Catholic Social Teaching</li> <li>That God formed them out of love, to know and share His love with others</li> </ul>

	EYFS	KS1	LKS2	UKS2
<b>Living in the Wider World</b>	<p>Children can express:</p> <ul style="list-style-type: none"> <li>• That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling, etc)</li> <li>• About what harms and what improves the world in which they live</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</li> <li>• What harms and what improves the world in which we live in simple terms</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• That God wants His Church to love and care for others</li> <li>• Practical ways of loving and caring for others</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• How to apply the principles of Catholic Social Teaching to current issues</li> <li>• Ways in which they can spread God's love in their community</li> </ul>