

## Curriculum Coverage and progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R		<b>Module 1 Unit 1</b> <i>Handmade with love</i>	<b>Module 2 Unit 2</b> I am me Heads, shoulders, knees and toes Ready Teddy?	<b>Module 1, Unit 3</b> I like, you like, we all like! Good feelings, Bad feelings Lets Get Real	<b>Module 1 Unit 4</b> Growing up <b>Module 3 unit 1</b> God is Love	<b>Module 3 Unit 1</b> Loving God, loving others <b>Module 2 Unit 2</b> Me, You, Us
Year 1		<b>Module 1 Unit 1</b> <i>Let the children come</i> <b>Module 2 Unit 1</b> God loves you	<b>Module 2 Unit 2</b> Special People Treat others well... and say sorry	<b>Module 2 Unit 3</b> Being Safe Good and Bad Secrets Physical contact Harmful substances Can you help me?	<b>Module 3 unit 1</b> Three in one Who is my neighbour?	<b>Module 3 Unit 2</b> The communities we live in
Year 2		<b>Module 1 Unit 1</b> <i>Let the children come</i>	<b>Module 1 Unit 2</b> I am unique Girls and Boys Clean and Healthy	<b>Module 1 Unit 3</b> Feelings, Likes and dislikes Feeling inside out Super Suzie gets angry	<b>Module 3 unit 1</b> Three in one Who is my neighbour?	<b>Module 3 Unit 2</b> The communities we live in
Year 3		<b>Module 1 Unit 1</b> <i>Get up!</i> The Sacraments <b>Module 2 Unit 1</b> <i>Jesus, My Friend</i>	<b>Module 2 Unit 2</b> Friends, Family and others When things feel bad	<b>Module 2 Unit 3</b> Sharing online Chatting online Safe in my body Drugs , alcohol and tobacco First Aid Heroes	<b>Module 3 Unit 1</b> A Community of Love What is the Church?	<b>Module 3 Unit 2</b> How do I love others?
Year 4	<b>Module 1 Unit 1</b> <i>Get up!</i>		<b>Module 1 Unit 2</b> We don't have to be the same Respecting our bodies What is Puberty? Changing bodies*	<b>Module 1 Unit 3</b> What am I feeling? What am I looking at? I am thankful	<b>Module 3 Unit 4</b> Life cycles <b>Module 3 Unit 1</b> A Community of Love What is the Church?	<b>Module 3 Unit 2</b> How do I love others?
Year 5	<b>Module 1 Unit 1</b> <i>Calming the Storm</i> <b>Module 1 Unit 2</b> Is God calling you?		<b>Module 2 Unit 2</b> Under Pressure Do you want a piece of cake? Self-Talk	<b>Module 2 Unit 3</b> Sharing isn't always caring Cyberbullying Types of Abuse Impacted lifestyles Making Good Choices Giving Assistance	<b>Module 3 Unit 1</b> The Trinity Catholic Social Teaching	<b>Module 3 Unit 2</b> Reaching out

Year 6	<b>Module 1 Unit 1</b> <i>Calming the Storm</i>		<b>Module 1 Unit 2</b> Gifts and Talents Girls and Boys Bodies Spots and sleep <b>Module 1 Unit 3</b> Body Image Peculiar feelings Emotional changes Seeing stuff online*	<b>Module 1 Unit 4</b> Making Babies* Menstruation FGM (new session Spring 2023)*	<b>Module 3 Unit 1</b> The Trinity Catholic Social Teaching	<b>Module 3 Unit 2</b> Reaching out
<b>Whole school focus weeks</b>	Online safety - October  Anti- Bullying Week - November	Children's Mental Health week - February  Neuro Diversity - March			Citizenship  Economic well-being	

Life to the Full is based around three themes identified in the model curriculum: Created and loved by God, Created to love others and Created to live in community. These cover all of the Relationships Education Curriculum and most of the Health Education Curriculum.

The aims and objectives of the RSE programme can be read in full in the RSE Policy which is on the school website. Governors have consulted with parents and made the following decisions about the inclusion of content areas for:

1. Names for body parts.

*Proper names for genitalia will be introduced in years 1 and 2 as part of the health curriculum.*

It was decided that it would be best practice to introduce the correct names in KS1 because this is the stage at which the children learn about the differences between boys and girls. It is important not to uphold negative gender stereotypes and, in fact, the nonphysical differences between boys and girls at this age are small and difficult to define. By linking gender to biological sex, it helps children to understand the difference, equality and complementarity of boys and girls. The second reason to introduce this early is for safeguarding purposes. If young children are able to confidently articulate what they know about private body parts they are better equipped to ask for help if any form of abuse takes place.

2. Puberty

Lessons about puberty will be introduced at the end of Year 4 and revisited in upper Key Stage 2. Most children begin puberty around age 11 or 12 but it's possible and perfectly normal for it to begin from age 8. Presenting the information to children before puberty takes place will mean they are better prepared. They will revisit it in later years when further information will be made available.

The sessions on the changes which take place during puberty may be delivered in mixed or single-sex groups, depending on the teacher's discretion and knowledge of the children.

### Withdrawal from lessons

Within the upper KS2 programme, there are two sessions which parents can choose to withdraw their child from.

1. Online pornography (***parents can request child is withdrawn from this lesson***)

As part of their online safety lessons, which are statutory, children are made aware of the risks they could encounter online and what to do if this happens. Increasingly parents and teachers are aware that the content of material easily available online is more explicit and difficult to monitor.

We have decided to include pornography as part of their online safety lesson in upper Key Stage 2 as we believe that children will be better prepared and know what to do if they do become exposed to it.

2. Sexual intercourse and conception (***parents can request child is withdrawn from this lesson***)

The science curriculum, which is statutory, includes basic information about conception. With parent's consent we have decided to deliver a lesson in upper key stage 2, to provide children with further information. The Year 6 programme includes one lesson which teaches in an age appropriate way about love, intimacy and marriage.

### PSHE elements not covered in Life to the Full are covered in several ways:

Internet safety *Online safety is covered in the Computing curriculum*

#### **KS1**

About the role of the internet in everyday life

That not all information seen online is true

#### **KS2**

How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

About some of the different ways information and data is shared and used online, including for commercial purposes

About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

## Anti Bullying

SEAL resources are used alongside NSPCC resources to deliver Anti- Bullying, using the current theme which changes annually.

## Economic well being - Money, Aspirations and career

### KS1

- What money is; forms that money comes in; that money comes from different sources
- That people make different choices about how to save and spend money
- About the difference between needs and wants; that sometimes people may not always be able to have the things they want  
That money needs to be looked after; different ways of doing this
- That jobs help people to earn money to pay for things  
Different jobs that people they know or people who work in the community do  
About some of the strengths and interests someone might need to do different jobs

### KS2

- About the different ways to pay for things and the choices people have about this
- To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- To recognise that people make spending decisions based on priorities, needs and wants
- Different ways to keep track of money  
About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- To identify the ways that money can impact on people's feelings and emotions
- To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- About stereotypes in the workplace and that a person's career aspirations should not be limited by them
- About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

- About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- To identify the kind of job that they might like to do when they are older
- To recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Bank of England resources: <https://www.bankofengland.co.uk/education/education-resources>

Young Money: <https://www.young-enterprise.org.uk/teachers-hub/>

## **Timetables**

Delivering RSE and PSHE may take different forms. Sometimes this will be linked with a school-wide focus or national around the theme, i.e. Anti-Bullying. At other times it will take part as part of another subject where learning is related and cross curricular links can be made. Teachers will also be responsive to children's needs and when appropriate opportunities arise to link the children's experiences with learning in PSHE.

## **Assessment and tracking progress**

TenTen 'Life to the Full' provides formative assessment for each unit. At the start children complete a task which is revisited at the end of the unit and used to assess the progress in understanding.