



# St Anne's and St Joseph's R.C Primary School

## PSHE and RSE Coverage

### "Nihil Sine Deo"



Statutory Guidance - By the end of Primary School

<b>Families and People Who Care for Us</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.             <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring Friendships</b>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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</li> </ul>
<b>Online Relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <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> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <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> <li>• how information and data is shared and used online.</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>		
<b>Significant Events</b>	<u>September:</u> Recycling Week International Day of Peace	<u>January</u> Chinese New Year Sleep Awareness Day	<u>May</u> World Day for Cultural Diversity Sun Awareness Week World Hand Hygiene Day
	<u>October:</u> World Mental Health Week World Space Week Black History Month	<u>February</u> Children's Mental Health Week Women in Science LGBT History Month	<u>June</u> World Environment Day World Music Day World Refugee Day World Oceans Day
	<u>November</u> Remembrance Anti-bullying Week Diwali	<u>March</u> Women's History Month British Science Week	<u>July</u> School Sports Week Children's Art Week International Day of Friendship
	<u>December</u> Human Rights Day	<u>April</u> International Earth Day International Astronomy Day VE Day Mental Health Awareness Day World Autism Day World Health Day	

EYFS	Autumn	Spring	Summer
<b>School Value linked to scripture.</b>	<p align="center"><b>Faith</b></p> <p align="center">Matthew 21:22 – “And whatever you ask in prayer, you will receive, if you have faith.”</p>	<p align="center"><b>Love</b></p> <p align="center">Exodus 34:6 “And he passed in front of Moses, proclaiming, “The Lord, the Lord, the compassionate and gracious God, slow to anger, abounding in love and faithfulness.”</p>	<p align="center"><b>Hope</b></p> <p align="center">Romans 15:4 "For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope."</p>
	<p align="center"><b>Peace</b></p> <p align="center">Philippians 4:6-7: “Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.”</p>	<p align="center"><b>Forgiveness</b></p> <p align="center">Colossians 3:13 “Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.”</p>	<p align="center"><b>Trust</b></p> <p align="center">Proverbs 3:5-6 "Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths."</p>

<p><b>Ten:Ten Life to the Full+</b></p>	<p><i>Module 1, Unit 1</i> Handmade with Love</p> <p><i>Module 1, Unit 2</i> I Am Me/ Heads, Shoulders, Knees and Toes/ Ready Teddy</p>		<p><i>Module 1, Unit 3</i> I Like, You Like, We All Like/ All the Feelings/ Let's Get Real</p> <p><i>Module 1, Unit 4</i> Growing Up</p> <p><i>Module 2, Unit 1</i> Role Models</p>		<p><i>Module 2, Unit 2</i> Who's Who/ You've Got a Friend/ Forever Friends</p> <p><i>Module 2, Unit 3</i> What is the Internet?/ Playing Online</p> <p><i>Module 2, Unit 4</i> Safe Inside and Out/ My Body My Rules/ Feeling Poorly/ People Who Help Us</p> <p><i>Module 3, Unit 1</i> God Is Love/ Loving God, Loving Others</p> <p><i>Module 3, Unit 2</i> Me, You ,Us</p>	
<p><b>My Happy Mind</b></p>	<p>My Happy Mind – Meet your brain Healthy Lifestyles Mental Health</p> <p>My Happy Mind – Celebrate Ourselves – Growing and Changing, Relationships – Respecting self and others, Economic wellbeing – Aspirations, work, career</p>		<p>My Happy Mind – Appreciate Relationship – Families and close relationships</p> <p>My Happy Mind – Relate Relationships – Friendships, Managing hurtful behaviour and Bullying, Respecting Self and Others, Communities</p>		<p>My Happy Mind – Engage Keeping Safe Shared responsibilities</p> <p>Transition Ourselves – Growing and Changing Communities</p>	
<p><b>Fundamental British Values</b></p>	<p>Individual Liberty Mutual respect and tolerance</p>		<p>Individual liberty</p>		<p>Democracy The rule of law Mutual respect and tolerance</p>	
<p><b>Protected Ch</b></p>	<p>Race Religion &amp; belief Disability Sexual orientation</p>		<p>Marriage &amp; civil partnership Pregnancy &amp; maternity Religion &amp; belief</p>		<p>Age Disability Gender reassignment Marriage &amp; civil partnership Pregnancy &amp; maternity Race Religion &amp; belief Sex Sexual orientation</p>	
<p><b>Catholic Social Teaching (Caritas)</b></p>	<p>Dignity (Caritas in Action resource: The Dignity of the Human Person) Peace/The Option for the Poor (Caritas in Action: Option for the Poor and Vulnerable</p>		<p>Dignity of work and participation (Caritas in Action resource: The Dignity of Work)Creation and Environment (Caritas in Action resources: Stewardship/Family and Community)</p>		<p>The Common Good (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities) Solidarity (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities)</p>	
<p><b>Online Safety</b></p>	<p><b>Self-Image and Identity:</b> I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes</p>	<p><b>Online Relationships:</b> I can recognise some ways in which the internet can be used to communicate.</p>	<p><b>Online Reputation:</b> I can identify ways that I can put information on the internet</p>	<p><b>Online Bullying:</b> I can describe ways that some people can be unkind online.</p>	<p><b>Copyright and Ownership:</b> I know that work I create belongs to me. I can name my work so that others know it belongs to me.</p>	<p><b>Managing Online Information:</b> I can talk about how to use the internet as a way of finding information online.</p>

	<p>them feel sad, uncomfortable, embarrassed or upset.</p> <p><b>Health, Well-Being and Lifestyle.</b> I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples of these rules</p>	<p>I can give examples of how I (might) use technology to communicate with people I know</p>		<p>I can offer examples of how this can make others feel</p>	<p><b>Privacy and Security:</b> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p>	<p>I can identify devices I could use to access information on the internet.</p> <p><b>Privacy and Security:</b> I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>
<b>Links to other areas of the curriculum</b>	<p>Whole school project: Made in the image of God. Prayer stones to be painted in preparation to be used in Prayer Garden World Gifts Assembly and Launch for the year (linked to Live Simply Award) Live Simply award – Reverse Advent and Advent Afternoon Tea Advent preparation – links to be made to English and PSHE</p>	<p>Inspirational person focus – each class to research and learn about an inspirational person with a link to Protected Characteristics and present at the end of the week with displays in school. Science – planting the planters with Live Simply pledges St Joseph’s Penny Lenten Lantern walk Lenten Lunch.</p>		<p>Earth Day – Stewardship – how can we celebrate what we have been blessed with? Revisit Laudato Si projects – prayer garden, World Gifts, Recycling Stations · Ascension – CAFOD and Ten Ten resources – what does this mean to us as a Catholic community? · Pentecost. Corpus Christi · World Environment Day – celebrate all that has been achieved this year linked to Laudato Si. · Feast day for St Anne (during holidays) · Year 6 – Oscar Romero leavers service ‘Aspire not to have more, but to be more’.</p>		

<b>Year 1</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>School Value linked to scripture.</b>	<p><b>Faith</b> Matthew 21:22 – “And whatever you ask in prayer, you will receive, if you have faith.”</p> <p><b>Peace</b> Philippians 4:6-7: “Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.”</p>	<p><b>Love</b> Exodus 34:6 “And he passed in front of Moses, proclaiming, “The Lord, the Lord, the compassionate and gracious God, slow to anger, abounding in love and faithfulness.”</p> <p><b>Forgiveness</b> Colossians 3:13 “Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.”</p>	<p><b>Hope</b> Romans 15:4 "For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope."</p> <p><b>Trust</b> Proverbs 3:5-6 "Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths."</p>
<b>Ten:Ten Life to the Full+</b>	<p><i>KSI Module 1, Unit 1:</i> Let the Children Come</p>	<p><i>KSI Module 2, Unit 2</i> Special People/ Treat Others Well/ Say Sorry</p>	<p><i>KSI Module 3, Unit 1</i> Three In One/ Who is my Neighbour?</p>

	KSI Module 2, Unit 1: God Loves You		KSI Module2, Unit 4 Good and Bad Secrets/ Physical Contact/ Harmful Substances/ Can You Help Me (Parts 1 and 2)		KSI Module 3, Unit 2 The Communities We Live In	
<b>My Happy Mind</b>	My Happy Mind – Meet your brain Healthy Lifestyles Mental Health  My Happy Mind – Celebrate Ourselves – Growing and Changing, Relationships – Respecting self and others, Economic wellbeing – Aspirations, work, career		My Happy Mind – Appreciate Relationship – Families and close relationships My Happy Mind – Relate Relationships – Friendships, Managing hurtful behaviour and Bullying, Respecting Self and Others, Communities		My Happy Mind – Engage Keeping Safe Shared responsibilities Transition Ourselves – Growing and Changing Communities	
<b>Fundamental British Values</b>	Individual Liberty Mutual respect and tolerance		Individual liberty		Democracy The rule of law Mutual respect and tolerance	
<b>Protected Ch</b>	Race Religion & belief Disability Sexual orientation		Marriage & civil partnership Pregnancy & maternity Religion & belief		Age Disability Gender reassignment Marriage & civil partnership Pregnancy & maternity Race Religion & belief Sex Sexual orientation	
<b>Catholic Social Teaching (Caritas)</b>	Dignity (Caritas in Action resource: The Dignity of the Human Person) Peace/The Option for the Poor (Caritas in Action: Option for the Poor and Vulnerable		Dignity of work and participation (Caritas in Action resource: The Dignity of Work)Creation and Environment (Caritas in Action resources: Stewardship/Family and Community)		The Common Good (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities) Solidarity (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities)	
<b>Online Safety</b>	<p><b>Self-Image and Identity:</b> I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p><b>Health, Well-Being and Lifestyle:</b> I can explain rules to keep myself safe when</p>	<p><b>Online Relationships:</b> I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p>	<p><b>Online Reputation:</b> I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p><b>Online Bullying:</b> I can describe how to behave online in ways that do not upset others and can give examples. goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	<p><b>Copyright and Ownership:</b> I can explain why work I create using technology belongs to me</p> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p> <p>I understand that work created by others does</p>	<p><b>Privacy and Security:</b> I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and</p> <p><b>Managing Online Information:</b> I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</p> <p>I know / understand that we can encounter a range of things online</p>

	using technology both in and beyond the home.	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.			not belong to me even if I save a copy  <b>Privacy and Security:</b> I can explain how passwords are used to protect information, accounts and devices.	including things we like and don't like as well as things which are real or make believe / a joke.  I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.
<b>Links to other areas of the curriculum</b>	Whole school project: Made in the image of God. Prayer stones to be painted in preparation to be used in Prayer Garden World Gifts Assembly and Launch for the year (linked to Live Simply Award) Live Simply award – Reverse Advent and Advent Afternoon Tea Advent preparation – links to be made to English and PSHE		Inspirational person focus – each class to research and learn about an inspirational person with a link to Protected Characteristics and present at the end of the week with displays in school. Science – planting the planters with Live Simply pledges St Joseph's Penny Lenten Lantern walk Lenten Lunch.			Earth Day – Stewardship – how can we celebrate what we have been blessed with? Revisit Laudato Si projects – prayer garden, World Gifts, Recycling Stations · Ascension – CAFOD and Ten Ten resources – what does this mean to us as a Catholic community? · Pentecost. Corpus Christi · World Environment Day – celebrate all that has been achieved this year linked to Laudato Si. · Feast day for St Anne (during holidays) · Year 6 – Oscar Romero leavers service 'Aspire not to have more, but to be more'.

<b>Y2</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>School Value linked to scripture.</b>	<p><b>Faith</b></p> <p>Matthew 21:22 – “And whatever you ask in prayer, you will receive, if you have faith.”</p> <p><b>Peace</b></p> <p>Philippians 4:6-7: “Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.”</p>	<p><b>Love</b></p> <p>Exodus 34:6 “And he passed in front of Moses, proclaiming, “The Lord, the Lord, the compassionate and gracious God, slow to anger, abounding in love and faithfulness.”</p> <p><b>Forgiveness</b></p> <p>Colossians 3:13 “Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.”</p>	<p><b>Hope</b></p> <p>Romans 15:4 "For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope."</p> <p><b>Trust</b></p> <p>Proverbs 3:5-6 "Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths."</p>

<p><b>Ten:Ten Life to the Full+</b></p>	<p><i>KSI Module 1, Unit 1</i> Let The Children Come</p>		<p><i>KSI Module 1, Unit 2</i> I am Unique/ Girls and Boys/ Clean and Healthy (My Body)</p> <p><i>KSI Module 1, Unit 3</i> Feelings, Likes and Dislikes/ Feeling Inside Out/ Super Susie Gets Angry</p>		<p><i>KSI Module 1, Unit 4</i> The Cycle of Life/ Beginnings and Endings</p> <p><i>KSI Module 2, Unit 3</i> Real Life Online Rules to Help Us</p> <p><i>KSI Module 3, Unit 1</i> Three in One Who is my Neighbour</p> <p><i>KSI Module 3, Unit 2</i> The Communities we Live In</p>	
<p><b>My Happy Mind</b></p>	<p>My Happy Mind – Meet your brain Healthy Lifestyles Mental Health</p> <p>My Happy Mind – Celebrate Ourselves – Growing and Changing, Relationships – Respecting self and others, Economic wellbeing – Aspirations, work, career</p>		<p>My Happy Mind – Appreciate Relationship – Families and close relationships</p> <p>My Happy Mind – Relate Relationships – Friendships, Managing hurtful behaviour and Bullying, Respecting Self and Others, Communities</p>		<p>My Happy Mind – Engage Keeping Safe Shared responsibilities</p> <p>Transition Ourselves – Growing and Changing Communities</p>	
<p><b>Fundamental British Values</b></p>	<p>Individual Liberty Mutual respect and tolerance</p>		<p>Individual liberty</p>		<p>Democracy The rule of law Mutual respect and tolerance</p>	
<p><b>Protected Ch</b></p>	<p>Race Religion &amp; belief Disability Sexual orientation</p>		<p>Marriage &amp; civil partnership Pregnancy &amp; maternity Religion &amp; belief</p>		<p>Age Disability Gender reassignment Marriage &amp; civil partnership Pregnancy &amp; maternity Race Religion &amp; belief Sex Sexual orientation</p>	
<p><b>Catholic Social Teaching (Caritas)</b></p>	<p>Dignity (Caritas in Action resource: The Dignity of the Human Person) Peace/The Option for the Poor (Caritas in Action: Option for the Poor and Vulnerable)</p>		<p>Dignity of work and participation (Caritas in Action resource: The Dignity of Work)Creation and Environment (Caritas in Action resources: Stewardship/Family and Community)</p>		<p>The Common Good (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities) Solidarity (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities)</p>	
<p><b>Online Safety</b></p>	<p><b>Self-Image and Identity:</b> I can explain how other people may look and act differently online and offline.  I can give examples of issues online that might make someone feel sad,</p>	<p><b>Online Relationships:</b> I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in</p>	<p><b>Online Reputation:</b> I can explain how information put online about someone can last for a long time.  I can describe how anyone's online information could be seen by others.</p>	<p><b>Online Bullying:</b> I can explain what bullying is, how people may bully others and how bullying can make someone feel.  I can explain why anyone who experiences bullying is not to blame.</p>	<p><b>Copyright and Ownership:</b> I can describe why other people's work belongs to them  I can recognise that content on the internet may belong to other people.</p>	<p><b>Managing Online Information:</b> I can use simple keywords in search engines.  I can demonstrate how to navigate a simple webpage to get to information I need (e.g.</p>

	<p>worried, uncomfortable or frightened; I can give examples of how they might get help.</p> <p><b>Health, Well-Being and Lifestyle:</b> I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>I can say how those rules / guides can help anyone accessing online technologies</p>	<p>another school / country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p>	<p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>I can talk about how anyone experiencing bullying can get help.</p>	<p>I can explain why some information I find online may not be real or true.</p> <p><b>Privacy and Security:</b> I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p>	<p>home, forward, back buttons; links, tabs and sections).</p> <p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p><b>Privacy and Security:</b> I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>
<p><b>Links to other areas of the curriculum</b></p>	<p>Whole school project: Made in the image of God. Prayer stones to be painted in preparation to be used in Prayer Garden World Gifts Assembly and Launch for the year (linked to Live Simply Award) Live Simply award – Reverse Advent and Advent Afternoon Tea Advent preparation – links to be made to English and PSHE</p>		<p>Inspirational person focus – each class to research and learn about an inspirational person with a link to Protected Characteristics and present at the end of the week with displays in school. Science – planting the planters with Live Simply pledges St Joseph's Penny Lenten Lantern walk Lenten Lunch.</p>		<p>Earth Day – Stewardship – how can we celebrate what we have been blessed with? Revisit Laudato Si projects – prayer garden, World Gifts, Recycling Stations · Ascension – CAFOD and Ten Ten resources – what does this mean to us as a Catholic community? · Pentecost. Corpus Christi · World Environment Day – celebrate all that has been achieved this year linked to Laudato Si. · Feast day for St Anne (during holidays) · Year 6 –</p>	



			Oscar Romero leavers service 'Aspire not to have more, but to be more'.
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Y3	Autumn	Spring	Summer
<b>School Value linked to scripture.</b>	<p><b>Faith</b></p> <p>Matthew 21:22 – “And whatever you ask in prayer, you will receive, if you have faith.”</p> <p><b>Peace</b></p> <p>Philippians 4:6-7: “Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.”</p>	<p><b>Love</b></p> <p>Exodus 34:6 “And he passed in front of Moses, proclaiming, “The Lord, the Lord, the compassionate and gracious God, slow to anger, abounding in love and faithfulness.”</p> <p><b>Forgiveness</b></p> <p>Colossians 3:13 “Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.”</p>	<p><b>Hope</b></p> <p>Romans 15:4 "For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope."</p> <p><b>Trust</b></p> <p>Proverbs 3:5-6 "Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths."</p>
<b>Ten:Ten Life to the Full+</b>	<p><i>LKS2 Module 1, Unit 1</i> Story Session: Get Up The Sacraments</p> <p><i>LKS2 Module 2, Unit 1</i> Jesus My Friend</p>	<p><i>LKS2 Module 2, Unit 2</i> Family, Friends and Others / When Things Feel Bad</p> <p><i>LKS2 Module 2, Unit 3</i> Sharing Online/ Chatting Online</p> <p><i>LKS2 Module 2, Unit 4</i> Safe In My Body/ Drugs, Alcohol and Tobacco First Aid Heroes</p>	<p><i>LKS2 Module 3, Unit 2</i> A Community of Love What is the Church?</p> <p><i>LKS2 Module 3, Unit 2</i> How Do I Love Others?</p>
<b>My Happy Mind</b>	<p>My Happy Mind – Meet your brain Healthy Lifestyles Mental Health</p> <p>My Happy Mind – Celebrate Ourselves – Growing and Changing, Relationships – Respecting self and others, Economic wellbeing – Aspirations, work, career</p>	<p>My Happy Mind – Appreciate Relationship – Families and close relationships</p> <p>My Happy Mind – Relate Relationships – Friendships, Managing hurtful behaviour and Bullying, Respecting Self and Others, Communities</p>	<p>My Happy Mind – Engage Keeping Safe Shared responsibilities</p> <p>Transition Ourselves – Growing and Changing Communities</p>

<b>Fundamental British Values</b>	Individual Liberty Mutual respect and tolerance		Individual liberty		Democracy The rule of law Mutual respect and tolerance	
<b>Protected Ch</b>	Race Religion & belief Disability Sexual orientation		Marriage & civil partnership Pregnancy & maternity Religion & belief		Age Disability Gender reassignment Marriage & civil partnership Pregnancy & maternity Race Religion & belief Sex Sexual orientation	
<b>Catholic Social Teaching (Caritas)</b>	Dignity (Caritas in Action resource: The Dignity of the Human Person) Peace/The Option for the Poor (Caritas in Action: Option for the Poor and Vulnerable)		Dignity of work and participation (Caritas in Action resource: The Dignity of Work)Creation and Environment (Caritas in Action resources: Stewardship/Family and Community)		The Common Good (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities) Solidarity (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities)	
<b>Online Safety</b>	<p><b>Self-Image and Identity:</b> I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p> <p><b>Health, Well-Being and Lifestyle:</b> I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p> <p>I can explain why some online activities have</p>	<p><b>Online Relationships:</b> I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p>	<p><b>Online Reputation:</b> I can explain how to search for information about others online</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>	<p><b>Online Bullying:</b> I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support</p>	<p><b>Copyright and Ownership:</b> I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p> <p><b>Privacy and Security:</b> I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p>	<p><b>Privacy and Security:</b> I can describe how connected devices can collect and share anyone's information with others.</p> <p><b>Managing Online Information:</b> I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p>

	age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).				<p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>
<b>Links to other areas of the curriculum</b>	Whole school project: Made in the image of God. Prayer stones to be painted in preparation to be used in Prayer Garden World Gifts Assembly and Launch for the year (linked to Live Simply Award) Live Simply award – Reverse Advent and Advent Afternoon Tea Advent preparation – links to be made to English and PSHE	Inspirational person focus – each class to research and learn about an inspirational person with a link to Protected Characteristics and present at the end of the week with displays in school. Science – planting the planters with Live Simply pledges St Joseph’s Penny Lenten Lantern walk Lenten Lunch.	Earth Day – Stewardship – how can we celebrate what we have been blessed with? Revisit Laudato Si projects – prayer garden, World Gifts, Recycling Stations · Ascension – CAFOD and Ten Ten resources – what does this mean to us as a Catholic community? · Pentecost. Corpus Christi · World Environment Day – celebrate all that has been achieved this year linked to Laudato Si. · Feast day for St Anne (during holidays) · Year 6 – Oscar Romero leavers service ‘Aspire not to have more, but to be more’.		

<b>Y4</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>School Value linked to scripture.</b>	<p><b>Faith</b></p> <p>Matthew 21:22 – “And whatever you ask in prayer, you will receive, if you have faith.”</p> <p><b>Peace</b></p> <p>Philippians 4:6-7: “Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.”</p>	<p><b>Love</b></p> <p>Exodus 34:6 “And he passed in front of Moses, proclaiming, “The Lord, the Lord, the compassionate and gracious God, slow to anger, abounding in love and faithfulness.”</p> <p><b>Forgiveness</b></p> <p>Colossians 3:13 “Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.”</p>	<p><b>Hope</b></p> <p>Romans 15:4 "For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope."</p> <p><b>Trust</b></p> <p>Proverbs 3:5-6 "Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths."</p>

<b>Ten:Ten Life to the Full+</b>	<i>LKS2 Module 1, Unit 1</i> Story Session: Get Up		<i>LKS2 Module 1, Unit 2</i> We Don't Have to be the Same/ Respecting our Bodies/ What is Puberty?!/ Changing Bodies Male/Female Discussion groups  <i>LKS2 Module 1, Unit 3</i> What Am I Feeling?!/ What Am I Looking At?!/ I am Thankful		<i>LKS2 Module 1, Unit 4</i> Life Cycles/ A Time for Everything  <i>LKS2 Module 3, Unit 1</i> A Community of Love/ What is the Church/ How Do I Love Others?	
<b>My Happy Mind</b>	My Happy Mind – Meet your brain Healthy Lifestyles Mental Health  My Happy Mind – Celebrate Ourselves – Growing and Changing, Relationships – Respecting self and others, Economic wellbeing – Aspirations, work, career		My Happy Mind – Appreciate Relationship – Families and close relationships My Happy Mind – Relate Relationships – Friendships, Managing hurtful behaviour and Bullying, Respecting Self and Others, Communities		My Happy Mind – Engage Keeping Safe Shared responsibilities Transition Ourselves – Growing and Changing Communities	
<b>Fundamental British Values</b>	Individual Liberty Mutual respect and tolerance		Individual liberty		Democracy The rule of law Mutual respect and tolerance	
<b>Protected Ch</b>	Race Religion & belief Disability Sexual orientation		Marriage & civil partnership Pregnancy & maternity Religion & belief		Age Disability Gender reassignment Marriage & civil partnership Pregnancy & maternity Race Religion & belief Sex Sexual orientation	
<b>Catholic Social Teaching (Caritas)</b>	Dignity (Caritas in Action resource: The Dignity of the Human Person) Peace/The Option for the Poor (Caritas in Action: Option for the Poor and Vulnerable)		Dignity of work and participation (Caritas in Action resource: The Dignity of Work)Creation and Environment (Caritas in Action resources: Stewardship/Family and Community)		The Common Good (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities) Solidarity (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities)	
<b>Online Safety</b>	<b>Self-Image and Identity:</b> I can explain how my online identity can be different to my offline identity.  I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.  I can explain that others online can pretend to	<b>Online Relationships:</b> I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)  I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	<b>Online Reputation:</b> I can describe how to find out information about others by searching online.  I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	<b>Online Bullying:</b> I can recognise when someone is upset, hurt or angry online.  I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).  I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others	<b>Copyright and Ownership:</b> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.  I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	<b>Privacy and Security:</b> I know what the digital age of consent is and the impact this has on online services asking for consent.  <b>Managing Online Information:</b> I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding

	<p>be someone else, including my friends, and can suggest reasons why they might do this.</p> <p><b>Health, Well-Being and Lifestyle:</b> I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>	<p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p>		<p>feel about them (their reputation).</p>	<p><b>Privacy and Security:</b> I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.</p>	<p>content and that my decisions are respected by others.</p> <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p>
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<b>Links to other areas of the curriculum</b>	Whole school project: Made in the image of God. Prayer stones to be painted in preparation to be used in Prayer Garden World Gifts Assembly and Launch for the year (linked to Live Simply Award) Live Simply award – Reverse Advent and Advent Afternoon Tea Advent preparation – links to be made to English and PSHE	Inspirational person focus – each class to research and learn about an inspirational person with a link to Protected Characteristics and present at the end of the week with displays in school. Science – planting the planters with Live Simply pledges St Joseph’s Penny Lenten Lantern walk Lenten Lunch.	Earth Day – Stewardship – how can we celebrate what we have been blessed with? Revisit Laudato Si projects – prayer garden, World Gifts, Recycling Stations · Ascension – CAFOD and Ten Ten resources – what does this mean to us as a Catholic community? · Pentecost. Corpus Christi · World Environment Day – celebrate all that has been achieved this year linked to Laudato Si. · Feast day for St Anne (during holidays) · Year 6 – Oscar Romero leavers service ‘Aspire not to have more, but to be more’.
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Y5	Autumn	Spring	Summer
<b>School Value linked to scripture.</b>	<p style="text-align: center;"><b>Faith</b></p> <p style="text-align: center;">Matthew 21:22 – “And whatever you ask in prayer, you will receive, if you have faith.”</p> <p style="text-align: center;"><b>Peace</b></p> <p style="text-align: center;">Philippians 4:6-7: “Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.”</p>	<p style="text-align: center;"><b>Love</b></p> <p style="text-align: center;">Exodus 34:6 “And he passed in front of Moses, proclaiming, “The Lord, the Lord, the compassionate and gracious God, slow to anger, abounding in love and faithfulness.”</p> <p style="text-align: center;"><b>Forgiveness</b></p> <p style="text-align: center;">Colossians 3:13 “Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.”</p>	<p style="text-align: center;"><b>Hope</b></p> <p style="text-align: center;">Romans 15:4 "For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope."</p> <p style="text-align: center;"><b>Trust</b></p> <p style="text-align: center;">Proverbs 3:5-6 "Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths."</p>

<p><b>Ten:Ten Life to the Full+</b></p>	<p><i>UKS2 Module 1, Unit 1</i> Calming the Storm</p> <p><i>LKS2 Module 1, Unit 2</i> God is Calling You</p>		<p><i>LKS2 Module 2, Unit 2</i> Under Pressure/ Do you want a piece of cake?! Self Talk</p> <p><i>LKS2 Module 2, Unit 3</i> Sharing isn't always caring/ Cyberbullying</p> <p><i>LKS2 Module 2, Unit 4</i> Types of abuse/ Impacted Lifestyles / Making Good Choices</p>		<p><i>UKS2 Module 3, Unit 1</i> The Holy Trinity/ Catholic Social Teaching</p> <p><i>UKS2 Module 3, Unit 1</i> Reaching Out</p>	
<p><b>My Happy Mind</b></p>	<p>My Happy Mind – Meet your brain Healthy Lifestyles Mental Health</p> <p>My Happy Mind – Celebrate Ourselves – Growing and Changing, Relationships – Respecting self and others, Economic wellbeing – Aspirations, work, career</p>		<p>My Happy Mind – Appreciate Relationship – Families and close relationships</p> <p>My Happy Mind – Relate Relationships – Friendships, Managing hurtful behaviour and Bullying, Respecting Self and Others, Communities</p>		<p>My Happy Mind – Engage Keeping Safe Shared responsibilities</p> <p>Transition Ourselves – Growing and Changing Communities</p>	
<p><b>Fundamental British Values</b></p>	<p>Individual Liberty Mutual respect and tolerance</p>		<p>Individual liberty</p>		<p>Democracy The rule of law Mutual respect and tolerance</p>	
<p><b>Protected Ch</b></p>	<p>Race Religion &amp; belief Disability Sexual orientation</p>		<p>Marriage &amp; civil partnership Pregnancy &amp; maternity Religion &amp; belief</p>		<p>Age Disability Gender reassignment Marriage &amp; civil partnership Pregnancy &amp; maternity Race Religion &amp; belief Sex Sexual orientation</p>	
<p><b>Catholic Social Teaching (Caritas)</b></p>	<p>Dignity (Caritas in Action resource: The Dignity of the Human Person) Peace/The Option for the Poor (Caritas in Action: Option for the Poor and Vulnerable)</p>		<p>Dignity of work and participation (Caritas in Action resource: The Dignity of Work)Creation and Environment (Caritas in Action resources: Stewardship/Family and Community)</p>		<p>The Common Good (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities) Solidarity (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities)</p>	
<p><b>Online Safety</b></p>	<p><b>Self-Image and Identity:</b> I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p><b>Online Relationships:</b> I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</p> <p>I can explain that there are some people I communicate with online who may want to do me or my friends</p>	<p><b>Online Reputation:</b> I can search for information about an individual online and summarise the information found.</p> <p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect</p>	<p><b>Online Bullying:</b> I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p>	<p><b>Copyright and Ownership:</b> I can assess and justify when it is acceptable to use the work of others</p> <p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p><b>Managing Online Information:</b> I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.</p>

	<p><b>Health, Well-Being and Lifestyle:</b> I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> <p>I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>	<p>harm. I can recognise that this is not my / our fault.</p> <p>I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others (including those who are having difficulties) online.</p>		<p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>I can explain how to block abusive users.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	<p><b>Privacy and Security:</b> I can explain what a strong password is and demonstrate how to create one.</p> <p>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can explain what app permissions are and can give some examples.</p>	<p>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads</p> <p>I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers)</p> <p>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how</p>
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						<p>people think about others.</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p>
<b>Links to other areas of the curriculum</b>	<p>Whole school project: Made in the image of God. Prayer stones to be painted in preparation to be used in Prayer Garden World Gifts Assembly and Launch for the year (linked to Live Simply Award)</p> <p>Live Simply award – Reverse Advent and Advent Afternoon Tea Advent preparation – links to be made to English and PSHE</p>	<p>Inspirational person focus – each class to research and learn about an inspirational person with a link to Protected Characteristics and present at the end of the week with displays in school. Science – planting the planters with Live Simply pledges St Joseph's Penny Lenten Lantern walk Lenten Lunch.</p>	<p>Earth Day – Stewardship – how can we celebrate what we have been blessed with? Revisit Laudato Si projects – prayer garden, World Gifts, Recycling Stations · Ascension – CAFOD and Ten Ten resources – what does this mean to us as a Catholic community? · Pentecost. Corpus Christi · World Environment Day – celebrate all that has been achieved this year linked to Laudato Si. · Feast day for St Anne (during holidays) · Year 6 – Oscar Romero leavers service 'Aspire not to have more, but to be more'.</p>			

<b>Y6</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>School Value linked to scripture.</b>	<p><b>Faith</b></p> <p>Matthew 21:22 – “And whatever you ask in prayer, you will receive, if you have faith.”</p> <p><b>Peace</b></p> <p>Philippians 4:6-7: “Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.”</p>	<p><b>Love</b></p> <p>Exodus 34:6 “And he passed in front of Moses, proclaiming, “The Lord, the Lord, the compassionate and gracious God, slow to anger, abounding in love and faithfulness.”</p> <p><b>Forgiveness</b></p> <p>Colossians 3:13 “Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.”</p>	<p><b>Hope</b></p> <p>Romans 15:4 "For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope."</p> <p><b>Trust</b></p> <p>Proverbs 3:5-6 "Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths."</p>

<p><b>Ten:Ten Life to the Full+</b></p>	<p><i>UKS2 Module 1, Unit 1</i> Calming the Storm</p> <p><i>LKS2 Module 1, Unit 2</i> Gifts and Talents/ Girls' Bodies/ Boys' Bodies/ Spots and Sleep</p>		<p><i>LKS2 Module 1, Unit 3</i> Body Image/ Peculiar Feelings/ Emotional Changes/ Seeing Stuff Online</p> <p><i>LKS2 Module 1, Unit 4</i> Making Babies/ Menstruation/ Hope Beyond Death</p>		<p><i>UKS2 Module 2, Unit 2</i> Build Others Up</p> <p><i>UKS2 Module 3, Unit 1</i> The Holy Trinity/ Catholic Social Teaching</p> <p><i>UKS2 Module 3, Unit 2</i> Reaching Out</p>	
<p><b>My Happy Mind</b></p>	<p>My Happy Mind – Meet your brain Healthy Lifestyles Mental Health</p> <p>My Happy Mind – Celebrate Ourselves – Growing and Changing, Relationships – Respecting self and others, Economic wellbeing – Aspirations, work, career</p>		<p>My Happy Mind – Appreciate Relationship – Families and close relationships</p> <p>My Happy Mind – Relate Relationships – Friendships, Managing hurtful behaviour and Bullying, Respecting Self and Others, Communities</p>		<p>My Happy Mind – Engage Keeping Safe Shared responsibilities</p> <p>Transition Ourselves – Growing and Changing Communities</p>	
<p><b>Fundamental British Values</b></p>	<p>Individual Liberty Mutual respect and tolerance</p>		<p>Individual liberty</p>		<p>Democracy The rule of law Mutual respect and tolerance</p>	
<p><b>Protected Ch</b></p>	<p>Race Religion &amp; belief Disability Sexual orientation</p>		<p>Marriage &amp; civil partnership Pregnancy &amp; maternity Religion &amp; belief</p>		<p>Age Disability Gender reassignment Marriage &amp; civil partnership Pregnancy &amp; maternity Race Religion &amp; belief Sex Sexual orientation</p>	
<p><b>Catholic Social Teaching (Caritas)</b></p>	<p>Dignity (Caritas in Action resource: The Dignity of the Human Person) Peace/The Option for the Poor (Caritas in Action: Option for the Poor and Vulnerable</p>		<p>Dignity of work and participation (Caritas in Action resource: The Dignity of Work)Creation and Environment (Caritas in Action resources: Stewardship/Family and Community)</p>		<p>The Common Good (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities) Solidarity (Caritas in Action resources: Solidarity and the Common Good/Rights and Responsibilities)</p>	
<p><b>Online Safety</b></p>	<p><b>Self-Image and Identity:</b> I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad,</p>	<p><b>Online Relationships:</b> I can explain how sharing something online may have an impact either positively or negatively</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and</p>	<p><b>Online Reputation:</b> I can explain the ways in which anyone can develop a positive online reputation</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>	<p><b>Online Bullying:</b> I can describe how to capture bullying content as evidence (e.g screen- grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>	<p><b>Copyright and Ownership:</b> I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p> <p><b>Privacy and Security:</b></p>	<p><b>Managing Online Information:</b> I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p> <p>I can describe how some online information can be opinion and can offer examples.</p>

	<p>worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p> <p><b>Health, Well-Being and Lifestyle:</b> I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>			<p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I know that online services have terms and conditions that govern their use.</p>	<p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p> <p>I understand the concept of persuasive design and how it can be used to influence peoples' choices.</p> <p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p>I can describe the difference between</p>
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						<p>online misinformation and dis-information</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).</p> <p>I can identify, flag and report inappropriate content.</p>
<p><b>Links to other areas of the curriculum</b></p>	<p>Whole school project: Made in the image of God. Prayer stones to be painted in preparation to be used in Prayer Garden World Gifts Assembly and Launch for the year (linked to Live Simply Award)          Live Simply award – Reverse Advent and Advent Afternoon Tea Advent preparation – links to be made to English and PSHE</p>	<p>Inspirational person focus – each class to research and learn about an inspirational person with a link to Protected Characteristics and present at the end of the week with displays in school. Science – planting the planters with Live Simply pledges St Joseph’s Penny Lenten Lantern walk Lenten Lunch.</p>	<p>Earth Day – Stewardship – how can we celebrate what we have been blessed with? Revisit Laudato Si projects – prayer garden, World Gifts, Recycling Stations · Ascension – CAFOD and Ten Ten resources – what does this mean to us as a Catholic community? · Pentecost. Corpus Christi · World Environment Day – celebrate all that has been achieved this year linked to Laudato Si. · Feast day for St Anne (during holidays) · Year 6 – Oscar Romero leavers service ‘Aspire not to have more, but to be more’.</p>			