



Our knowledge-rich curriculum is highly valued and specified, well-sequenced and taught to be remembered.

	Essential concepts and skills to be taught	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Knowledge progression across subjects in the year group	Progression of knowledge and skills across year groups
R	Knowledge: ..\Learning outcomes\LTF-P LEARNINGOUTCOMES 2021_02.xlsx Skills: Key people: me, my friends my family, special people and my community Vocabulary: ..\Life to the full key vocabulary\LTF-P GLOSSARY EYFS.pdf	Week 1: Rules & expectations S1: Handmade with Love (dignity) S2: I am me (dignity) S3: Heads Shoulders Knees and toes S4: Ready Teddy Assessment question: How can we look after our bodies?	S1: I like, you like, we all like (mutual respect) (dignity and solidarity) S2: All the feelings S3: Antibullying week S4: Let's get Real S5: Growing up S6: New People, New Places Assessment question: What do you want to be when you grow up?	S1: Role model S2: Who is who S3: You have got a friend in me (mutual respect) S4: Forever Friends Assessment question: What does it truly mean to forgive someone?	S1: Safe Inside & Out S2: My Body, My rules S3: Feeling poorly S4: People who help us (the common good) S5: Healthy meals S6: Different Jobs (The dignity of work and participation) Assessment question: What is an emergency?	S1: God is love S2: Loving God, loving Others (mutual respect) S3: Me, You, Us (mutual respect) S4: Good secrets and bad secrets S5: When I grow up Assessment question: What you mean by 'responsibility'?	S1: What is the internet? S2: Playing online S3: Isolation and loneliness S5: Preparing to move to a new class S6: Preparing to move to a new class Assessment question: What to do if something strange comes up on your screen?	Science- looking after environment Geography- our local community RE- creation ELG- Understanding the world ELG- Personal, Social & Emotional Development	YR PSHE linked to EYFS framework: - Show an understanding of their own feelings and those of others, - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
1	Knowledge: ..\Learning outcomes\LTF-P LEARNINGOUTCOMES 2021_02.xlsx Skills: Children will understand that part of being unique means we each have individual gifts, talents and skills Key people: me, my friends my family, special people and my community Vocabulary: ..\Life to the full key vocabulary\KS1-Key-Vocabulary.pdf	Week 1: Rules & expectations S1: Let the children come S2: I am unique (tolerance of those with different faiths and beliefs) (dignity) S3: Girls and boys S4: Clean & Healthy S5: Clean & Healthy	S1: Feelings, Likes & Dislikes S2: Feelings Inside Out S3: Antibullying week S4: Super Susie gets angry	S1: God Loves You S2: Special People (mutual respect) (the common good) S3: Treat Others Well... (tolerance of	S1: Real life online S2: Rules to help us Being safe S3: Good secrets & Bad secrets S4: Physical contact	S1: Three in One S2: Who is my neighbour? (tolerance of those with different faiths and beliefs) S3: The communities we live in	S1: What money is? S2: The difference between needs and wants S3: Jobs help people to earn money to pay	Science- looking after the environment, body parts, harmful substances Geography— our local community	Progression from YR ..\Progression of skills\LTF-P PROGRESSIONOF SKILLS EYFS (1).pdf Children can express that: - We are each unique, with individual gifts, talents and skills Children can explain: About safe and unsafe situations indoors and outdoors, including online



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		S6: <u>About change and loss</u> Assessment question Year 1: What do you do to stay healthy?	S5: The cycle of life S6: Beginnings & Endings Assessment question Year 1: What forgiveness means to you?	those with different faiths and beliefs) S4: ...and say sorry S5: <u>My gifts and talents</u> Assessment question Year 1: How does it feel to be forgiven by God/others?	S5: Harmful Substances S6: Can you help me? S7: <u>Money needs to be looked after; different ways of doing this (The option for the poor)</u> Assessment question Year 1: What number to call in an emergency situation?	(tolerance of those with different faiths and beliefs) S4: <u>How to look after our planet? (Creation and Environment)</u> S5: <u>Plastic pollution in the Ocean (Creation and Environment)</u> S6: <u>Reduce, reuse, recycle (Creation and Environment)</u> Assessment question Year 1: What communities do you belong to?	for things (democracy) S4: <u>Money needs to be looked after (the option for the poor)</u> S5: <u>Preparing to move to a new class/year group</u> S6: <u>Preparing to move to a new class/year group</u> Assessment question Year 1: Why do people need to earn money?	RE- creation, Pentecost Maths- money	
2	Knowledge: ..\Learning outcomes\LTF-P LEARNINGOUTCOMES 2021_02.xlsx Skills: Key people: me, my friends my family, special people and my community Vocabulary: ..\Life to the full key vocabulary\KS1-Key-Vocabulary.pdf	Week 1: Rules & expectations S1: Let the children come S2: <u>I am unique (tolerance of those with different faiths and beliefs) (dignity)</u> S3: Girls and boys S4: Clean & Healthy S5: Clean & Healthy S6: <u>About change and loss</u> Assessment question Year 2: What can you do be healthier?	S1: Feelings, Likes & Dislikes S2: Feelings Inside Out S3: Antibullying week S4: Super Susie gets angry S5: The cycle of life S6: Beginnings & Endings	S1: : God Loves You S2: : Special People (mutual respect) (the common good) S3: Treat Others Well... (tolerance of those with different faiths and beliefs)	S1: Real life online S2: Rules to help us S3: Good secrets & Bad secrets S4: Physical contact S5: Harmful Substances S6: Can you help me? S7: <u>Money needs to be looked after; different ways</u>	S1: : Three in One S2: Who is my neighbour? (tolerance of those with different faiths and beliefs) S3: The communities we live in (tolerance of those with different faiths and beliefs) S4: <u>How to look after our</u>	S1: <u>What money is?</u> S2: The difference between needs and wants S3: <u>Jobs help people to earn money to pay for things (democracy)</u> S4: <u>Money needs to be looked after (the option for the poor)</u>	Science- looking after our environment, human body, harmful substances Geography- local community RE- creation, Pentecost catholic social teaching Maths - money	Progression from Y1 ..\Progression of skills updated\KS1-Progression-of-Skills (1).pdf - Children will know that we are unique; that their bodies, created by God, are good; and that they need to take good care of their bodies - Children will have a basic understanding of their own feelings, likes and dislikes; will understand that feelings and actions are two different things; and will understand that choices have consequences



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			Assessment question Year 2: Can you present your own explanation?	S4: ...and say sorry S5: <u>My gifts and talents</u> Assessment question Year 2: What do you find difficult about forgiving others?	<u>of doing this (The option for the poor)</u> Assessment question Year 2: How can we show compassion?	<u>planet? (Creation and Environment)</u> S5: <u>Plastic pollution in the Ocean (Creation and Environment)</u> S6: <u>Reduce, reuse, recycle (Creation and Environment)</u> Assessment question Year 2: What harms and what improves the world we live in?	S5: <u>Preparing to move to a new class/year group</u> S6: <u>Preparing to move to a new class/year group</u> Assessment question Year 2: Why do we need to look after money?		- Children will understand the concept of 'special people' and identify their own; will gain a basic understanding of what is appropriate and inappropriate behaviour; and will understand the importance of saying sorry and seeking forgiveness to mend friendships
3	Knowledge: ..\Learning outcomes\LTTF-P LEARNINGOUTCOMES 2021 02.xlsx Skills: Key people: me, my friends my family, special people and my community Vocabulary: ..\Life to the full key vocabulary\LKS2-Key-Vocabulary.pdf	Week 1: Rules & expectations S1: Get up! S2: Sacraments S3: <u>We don't have to be the same (mutual respect)</u> S4: <u>A community of love (diversity)</u> S5: <u>How do I love others? (tolerance of those with different faiths and beliefs)</u> S6: <u>First aid heroes (the common good)</u> Assessment question Year 3: How can you support your local community?	S1: : <u>Friends, family and others (mutual respect)(the common good)</u> S2: Friends, Family and others (part 2) S3: Antibullying week S4: When things feel bad S5: When things feel bad (lesson 2) S6: What am I looking at? S7: <u>I am thankful (dignity)</u>	S1: Sharing online S2: Chatting Online S3: Safe in my body S4: Drugs, alcohol and tobacco S5: Drugs, alcohol and tobacco Assessment question Year 3: How to respond to bullying?	S1: Jesus my friend S2: Jesus my friend (pt 2) S3: What is the church? (solidarity) S4: Church visit S5: <u>How spending money affects our world? (democracy)</u> S6: <u>Understanding different jobs and their stereotypes (the common good)</u>	S1: <u>Keeping safe in the environment (creation and environment)</u> S2: <u>Discrimination and how to challenge it (tolerance of those with different faiths and beliefs) (common good)</u> S3: <u>Diversity in the community and the benefits (tolerance) (solidarity)</u>	S1: <u>Respecting our bodies(dignity)</u> S2: <u>Respecting our bodies (lesson 2) (dignity)</u> S3: R19 <u>Resisting pressure</u> S4: <u>H27 Preparing to move</u> S5: <u>H24 Strategies for challenges</u> S6: Assessment question Year 3: What emotional	Science- looking after our environment, human body, changes in our body harmful substances Geography- local community RE- creation, Pentecost catholic social teaching Maths - money	Progression from Y2 ..\Progression of skills updated\KS1-Progression-of-Skills (1).pdf - Children will understand that part of being unique means we each have individual gifts, talents and skills; will be able to name taught body parts and describe how they can be used; - Children will show respect for the likes/dislikes of others - Children will understand that saying sorry is important and can mend friendships - Children will understand that their 'special people' are special to them in different ways



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			Assessment question Year 3: What a good friendship is?		Assessment question Year 3: What is a 'stereotype'?	S4: <u>Prejudice - What does it mean?</u> S5: <u>Recognise positive things about ourselves (dignity)</u> S5: Life Cycles Assessment question Year 3: What are the benefits of diversity in the community?	well-being means?		
4	Knowledge: ..\Learning outcomes\LTTF-P LEARNINGOUTCOMES 2021_02.xlsx Skills: Key people: me, my friends my family, special people and my community Vocabulary: ..\Life to the full key vocabulary\LKS2-Key-Vocabulary.pdf	Week 1: Rules & expectations S1: Get up! S2: Sacraments S3: : We don't have to be the same (mutual respect) S4: A community of love (diversity) S5: How do I love others? (tolerance of those with different faiths and beliefs) S6: First aid heroes (the common good) Assessment question Year 4: How First Aid knowledge can be applied in some real-life situations?	S1: <u>Friends, family and others (mutual respect)(the common good)</u> S2: Friends, Family and others (part 2) S3: Antibullying week S4: When things feel bad S5: When things feel bad (lesson 2) S6: What am I looking at? S7: I am thankful (dignity) Assessment question Year 4: How can you develop and maintain good	S1: Sharing online S2: Chatting Online S3: Safe in my body S4: Drugs, alcohol and tobacco S5: Drugs, alcohol and tobacco Assessment question Year 4: What is cyber-bullying?	S1: : Jesus my friend S2: Jesus my friend (pt 2) S3: What is the church? (solidarity) S4: Church visit S5: <u>How spending money affects our world? (democracy)</u> S6: <u>Understanding different jobs and their stereotypes (the common good)</u> Assessment question Year 4: Give examples of stereotypes.	S1: <u>Keeping safe in the environment (creation and environment)</u> S2: <u>Discrimination and how to challenge it (tolerance of those with different faiths and beliefs) (common good)</u> S3: <u>Diversity in the community and the benefits (tolerance) (solidarity)</u> S4: <u>Prejudice - What does it mean?</u> S5: <u>Recognise positive things</u>	S1: <u>Respecting our bodies(dignity)</u> S2: <u>Respecting our bodies (lesson 2) (dignity)</u> S3: What is puberty? S4: Changing bodies S5: Male and female discussion groups Assessment question Year 4: What am I feeling? What changes will happen to boys during puberty? What changes will happen to	Science- looking after our environment, human body, changes in our body harmful substances Geography- local community RE- creation, Pentecost catholic social teaching Maths - money	Progression from Y3 ..\Progression of skills updated\LKS2-Progression-of-Skills-.pdf - Children will understand that our similarities and differences should be celebrated; and will understand some basic ways of taking care of their bodies - Children will understand what the term puberty means; and will understand what to expect during puberty - Children will learn that we each experience a range of feelings, but these are not always good guides for action; will understand what is meant by 'the media'; and will learn that some behaviour is wrong, unacceptable, unhealthy and/or risky - Children will learn that there are different types of relationships, including family, friends and others; and will develop a greater awareness of bullying (physical



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			and trusting relationships? What to do when the relationships go wrong?			about ourselves (dignity) S5: Life Cycles Assessment question Year 4: Prejudice - What does it mean?	girls during puberty?		and emotional), and understand that all bullying is wrong - Children will learn that the Holy Trinity is a community of love, and that the human family goes some way to helping us understand this; and will understand that the Church is not a building, but all the people around the world who believe in Jesus
5	Knowledge: ..\Learning outcomes\LTTF-P LEARNINGOUTCOMES 2021_02.xlsx Skills: Key people: me, my friends my family, special people and my community Vocabulary: ..\Life to the full key vocabulary\UKS2-Key-Vocabulary.pdf	Week 1: Rules & expectations S1: Recognise positive things about yourself. (dignity) S2: Jobs and careers (the common good and options for the poor) S3: Stereotypes in the workplace (tolerance) S4: What might influence people's decisions about a job or career (dignity) S5: Different jobs S6: Skills for future careers Assessment question Year 5: What are your strengths and how can you use them in the future?	S1: Diversity and what it means to live in a diversity community S2: Prejudice S3: Antibullying week S4: Different types of payment and the choices people have about this S5: Different attitudes towards saving and spending money(options for the poor) S6: Fair trade, buying single-use plastics, or giving to charity and different ways to track money(the common good)	S1: Is God calling you? S2: Under pressure S3: Do You want a piece of cake? (Pressure) S4: Self talk S5: Diversity Assessment question Year 5: Explain how pressure comes in different forms	S1: Consent S2: Cyber bullying S3: Healthy boundaries S4: Healthy choices S5: Making good choices S6: Giving assistance Assessment question Year 5: Why is it important to forgive? How can you stay safe online?	S1: The Trinity S2: Catholic Social Teaching S3: Reaching Out S4: Story sessions calming the storm S5: Gifts and talents S6: Girl's bodies S7: Boy's bodies S8: Spots and sleep Assessment question Year 5: Why is self-confidence important?	S1: Body image S2: Peculiar Feelings S3: Emotional changes S4: Seeing stuff online S5: Menstruation S6: Transition Assessment question Year 5: Explain how some images in the media don't always reflect reality and how it can affect people.	Science- looking after our environment, human body, changes in our body harmful substances Geography- local community RE- creation, Pentecost catholic social teaching Maths - money	Progression from Y4 ..\Progression of skills updated\UKS2-Progression-of-Skills-.pdf - Children will understand that we should find our self-confidence in God, who loves us and calls us His children; and will understand that our bodies are a gift from God and how to respect them in various ways through what we wear, eat and do - Children will understand that puberty is part of God's plan for our bodies and when they can expect it to take place; will know what they can expect to happen - Children will understand the concept of 'emotional well-being' and how we can take positive actions to enhance this; will understand that images in the media do not always reflect reality and can affect how people feel about themselves; and will understand that feelings are not always good guides for action, and that resilience helps us to consider our feelings within a wider context



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			Assessment question Year 5: How can you save money?						in order to make good choices and choose thankfulness - Children will be able to describe some qualities of friendship and strategies to use when relationships go wrong; and will understand the meaning of 'pressure' and 'resilience', and the importance of seeking support from trusted adults - Children will learn that the Holy Trinity is a community of love, and that the human family goes some way to helping us understand this; and will understand that the Church is not a building, but all the people around the world who believe in Jesus
6	Knowledge: ..\Learning outcomes\LTTF-P LEARNINGOUTCOMES 2021_02.xlsx Skills: Key people: me, my friends my family, special people and my community Vocabulary: ..\Life to the full key vocabulary\UKS2-Key-Vocabulary.pdf	Week 1: Rules & expectations S1: Recognise positive things about yourself. (dignity) S2: Jobs and careers (the common good and options for the poor) S3: Stereotypes in the workplace (tolerance) S4: What might influence people's decisions about a job or career (dignity) S5: Different jobs S6: Skills for future careers Assessment question Year 6: Give examples of	S1: Diversity and what it means to live in a diversity community S2: Prejudice S3: Antbullying week S4: Different types of payment and the choices people have about this S5: Different attitudes towards saving and spending money (options for the poor) S6: Fair trade, buying single-	S1: Is God calling you? S2: Under pressure S3: Do You want a piece of cake? (Pressure) S4: Self talk S5: Diversity Assessment question Year 6: What strategies can you adopt to resist pressure?	S1: Sharing isn't always caring S2: Cyber bullying S3: Types of abuse S4: Impacted lifestyles S5: : Making good choices S6: Giving assistance Assessment question Year 6: What you need to do/know in order to stay safe online?	S1: The Trinity S2: Catholic Social Teaching S3: : Reaching Out S4: Story sessions calming the storm S5: Gifts and talents S6: Girl's bodies S7: Boy's bodies S8: Spots and sleep Assessment question Year 6: Explain how Similarities and differences	S1: Body image S2: Peculiar Feelings S3: Emotional changes S4: Seeing stuff online S5: Making babies S6: Menstruation Assessment question Year 6: How to build resilience against pressure in real life and online? Give examples.	Science- looking after our environment, human body, changes in our body harmful substances Geography- local community RE- creation, Pentecost catholic social teaching Maths - money	Progression from Y5 ..\Progression of skills updated\UKS2-Progression-of-Skills.pdf - Children will understand that we are all unique, with different family set-ups, gifts and talents; will know that the body changes which occur during puberty are necessary for a girl to become an adult woman; will know that the body changes which occur during puberty are necessary for a boy to become an adult man; and will know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health - Children will understand that images in the media do not always reflect reality; will



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		stereotypes in the workplace <u>use plastics, or giving to charity and different ways to track money(the common good)</u> Assessment question Year 6: What does 'prejudice' mean? Give examples.			between people arise as they grow and mature.			understand that some behaviour is wrong, unacceptable, unhealthy or risky; and will understand that emotions change as they grow up - children will know that a baby grows and develops in its mother's womb; and will understand that girls start having periods during puberty - Children will learn that pressure comes in different forms, and what some of those different forms are; will gain a basic understanding of consent and bodily autonomy; and will understand that how we think can affect our feelings and in turn our actions, and that we call this 'self-talk'. - Children will have a basic understanding of how to apply the principles of Catholic Social Teaching to current issues
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CST links in the curriculum are indicated in purple (sustainability/care for creation also in purple)

British Values/Democracy links are indicated in red

Cultural Capital link in blue

Underlined sessions are added and not from Ten Ten scheme



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