



St Anne Line Catholic Infant School

PSHE and RSHE Curriculum

Progression of Knowledge, Skills and Vocabulary

Love

Learn

Pray

School Mission, Vision and Context

Mission Statement

With Jesus, We Love, We Learn, We Pray.
Together, we grow Our School each day.

Our Vision and Ethos

We aim to instil a love of learning, with Christ at the centre of all we do. Guided by the principle of 'En Magna Constantia'—In Great Constancy—we lay the foundation for a lifelong journey of discovery. We inspire resilience and independence in our learners, encouraging them to remain steadfast and always strive to reach their full potential, no matter the challenges they face.

Context of our school

Our school serves a rich and diverse school community where families come from many different cultures and speak a wide variety of languages. Our mission is to serve the families of Basildon who would like their children to receive a Catholic education.

This means in PSHE and RSHE

- Many children have well below average starting points.
- We have a unique and diverse school community where pupils celebrate our similarities and differences.
- We celebrate many different cultures and languages throughout the school. Through inclusive projects and collaborative learning, children are encouraged to share ideas, listen to one another, and draw inspiration from the rich cultural and historical backgrounds represented in our school.
- Language development is integral in every subject and teachers support all children including SEND children well in their learning journey. Children explore identity, emotions, and relationships through inclusive projects and collaborative learning.
- Faith-Inspired Learning: Guided by the love of Jesus, children explore and reflect our Catholic values – love, forgiveness, dignity, and the importance of family and community using the recommended scheme for Catholic schools: TenTen. Children are taught to listen, share, and show empathy, building positive relationships.
- Building Resilience: PSHE and RSHE lessons encourage children to persevere, ask questions, and explore new ideas.
- Joyful Discovery: Rooted in love and learning, we deliver joyful, interactive lessons that make learning about self and others engaging and meaningful. Communication and emotional literacy are key focuses, helping children express themselves confidently and respectfully.

In our Catholic infant school, Relationships Education, RSHE and PSHE work closely alongside other areas of the curriculum to help our youngest children grow in understanding of themselves, others, and God’s love for them. At this age, the focus is on building secure, respectful relationships, developing a sense of personal safety, and helping children learn how to live well together in community.

Connections can be made across the curriculum. For example, in **Science**, children learn about the main external parts of the body and begin to understand simple changes as they grow. This supports early RSHE themes about valuing ourselves as God’s creation and recognising how we are unique.

Through **Computing**, children begin to learn the foundations of e-safety—how to use technology safely and respectfully, keep personal information private, and know who to talk to if something worries them. This aligns with our RSHE teaching on keeping ourselves safe and seeking trusted help.

In **PE**, pupils learn about keeping their bodies healthy and active. This complements Health Education by encouraging children to make simple, healthy choices and appreciate the gift of their bodies.

Across all curriculum areas, we emphasise Gospel values such as kindness, respect, forgiveness, and responsibility. These values shape how children relate to one another and help them recognise their role in our school community.

As a Catholic infant school, we tailor our RSHE and PSHE curriculum to meet the developmental needs of young children while ensuring it reflects our mission: to help each child grow spiritually, emotionally, and socially, rooted in the knowledge that they are loved by God.

Module 1 Created and Loved by God		Module 2 Created to Love Others	Module 3 Created to Live in Community
PSHE Progression of Knowledge and Skills			
Module 1: Religious Understanding			
Knowledge/Skills	EYFS	Year 1 and 2	
Knowledge	Children will know that: ● We are created individually by God as part of His creation plan ● We are all God’s children and are special ● Our bodies were created by God and are good ● We can give thanks to God!	Children will learn that: ● We are created individually by God ● God wants us to talk to Him often through the day and treat Him as our best friend ● God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness ● We are created as a unity of body, mind and spirit: who we are matters and what we do matters ● We can give thanks to God in different ways	

Skills	● All children will be able to describe aspects of the creation story (with prompts). ● Most children will be able to recall the story of creation, and what it teaches us about how we are created by God. ● Some children will insightfully contribute to class discussion times and demonstrate a personal understanding of how we were created by God out of love and for love	● All children will know that they are created and loved by God. ● Most children will know that this means they are uniquely created individuals who Jesus wants to be friends with. ● Some children will demonstrate an understanding of personal faith and articulate how this makes them feel.

PSHE Progression of Knowledge and Skills

Module 1: Me, My Body, My Health

Knowledge/Skills	EYFS	Year 1 and 2
Knowledge	Children will learn: ● That we are each unique, with individual gifts, talents and skills ● That whilst we all have similarities because we are made in God's image, difference is part of God's plan! ● That their bodies are good and made by God ● The names of the parts of the body (not genitalia) ● That our bodies are good and we need to look after them ● What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene	Children will learn: ● That we are unique, with individual gifts, talents and skills ● That our bodies are good ● The names of the parts of our bodies (specific scientific genitalia names in Year 2) ● That girls and boys have been created by God to be both similar and different and together make up the richness of the human family ● That our bodies are good and we need to look after them About what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating ● About allergies to help protect allergic children and builds empathy, personal responsibility, and practical safety, such as understanding top allergens, not sharing food, and recognising when to tell an adult. ● The importance of sleep, rest and recreation for our health ● How to maintain personal hygiene
Skills	● All children will have a basic understanding of what similarities and differences are; will explore a range of physical movements they can make with their bodies; and will understand the concept of being 'ready' for different things. ● Most children will understand that our gifts, talents and skills contribute to our uniqueness; will develop vocabulary to describe a range of different movements;	● All 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. ● Most 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; and will be able to articulate various ways of keeping healthy and maintaining personal hygiene. ● Some children will be able to articulate what makes themselves and others unique in terms of their individual gifts, talents and skills as well as their physicality; will demonstrate

	and will understand and be able to articulate different ways they can look after their bodies, including diet, exercise, sleep and keeping clean. ● Some children will demonstrate a deeper level of understanding about how the most important thing that makes us special is that we are God's children who He loves; will, with less prompting, be able to recall movement words, describe other things their bodies can do, and name parts of the body; and will demonstrate a deeper level of understanding about why we must look after our bodies – because they are wonderful gifts from God!	foreknowledge of body parts and confidently offer opinions around gender stereotypes; and will be able to confidently reflect on aspects of their own lifestyle that are healthy/could be healthier.
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PSHE Progression of Knowledge and Skills		
Module 1: Emotional Well-being		
Knowledge/Skills	EYFS	Year 1 and 2
Knowledge	Children will: ● Learn that we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) ● Understand that it is natural for us to relate to and trust one another ● Develop a language to describe their feelings ● Develop an understanding that everyone experiences feelings ● Develop an understanding that feelings are neither good nor bad; they give us information about what we are experiencing ● Learn simple strategies for managing feelings ● Understand how feelings can affect actions, and that actions have consequences ● Develop simple strategies for managing emotions and behaviour ● Understand that we have choices and these choices can impact how we feel and respond. ● Know that we can say sorry and forgive like Jesus	Children will learn: ● That it is natural for us to relate to and trust one another ● That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) ● About language to describe our feelings ● In a simple way, that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character ● Simple strategies for managing feelings and for good behaviour ● That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do ● That Jesus died on the cross so that we would be forgiven
Skills	● All children will understand that we have different likes	● All children will have a basic understanding of their own feelings, likes and dislikes; will

	and dislikes; will understand that everyone experiences feelings; and will have a basic understanding of how feelings can affect actions, and that actions have consequences. • Most children will be able to confidently articulate their own likes and dislikes, and begin to show interest in the likes/dislikes of others; will be able to name some different feelings, and describe/demonstrate how these feelings might look on different people; and will understand that we have choice over our actions, regardless of how we are feeling. • Some children will show compassion and offer reassurance to Mollie the Cat during the story, demonstrating implicit understanding that what we like/dislike or are good/bad at does not define our worth; will demonstrate greater compassion when considering the feelings of others, and deeper understanding about feelings as information about which they can be curious; and will show a deeper personal understanding of the importance of forgiveness in relationships, and be able to relate this to the example of Jesus.	understand that feelings and actions are two different things; and will understand that choices have consequences. • Most children will show respect for the likes/dislikes of others, and understand that people might experience feelings differently; will understand what it means to have choice over their actions, in spite of their feelings; and will be able to describe some simple strategies for managing feelings and maintaining good behaviour, including a basic understanding of the concept of forgiveness. • Some children will demonstrate high emotional awareness through confident discussion of feelings, likes, dislikes and the needs of themselves and others; will demonstrate a nuanced understanding of the range of intensity with which feelings can be experienced and share personal examples of times when they have chosen to act differently to how they felt; will demonstrate empathy when discussing the feelings/actions of others and have a deeper level of understanding about how we can forgive others because God forgives us.
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PSHE Progression of Knowledge and Skills		
Module 1: Life Cycles		
Knowledge/Skills	EYFS	Year 1 and 2
Knowledge	Children will learn: • That there are natural life stages from birth to death, and what these are • That change is a part of growing up • That their experiences of change will help their	Children will learn: • That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult • What 'death' means • About some feelings often connected with grief

	transition to Year 1 ● That God is with them every step of the way as they grow and change	● What the Christian faith says about death and eternal life ● Some ways to support themselves and others when they are grieving ● That change is a part of life. ● That managing our feelings about change helps to prepare us for future changes. ● That God is with us as we change and grow.
Skills	● All children will be able to describe how they have grown and changed so far; be able to describe some experiences and feelings about their life at school. ● Most children will be able to describe the different natural life stages of a human; be able to describe changes they have already experienced and changes that are to come. ● Some children will understand and appreciate that growing up is part of God's plan for our lives, and that we are loved by Him at every life stage; understand and appreciate that God is with us as we change and grow.	● All children will understand that there are different stages of life and what these are; understand what death is; understand that change happens throughout life and will be able to talk simply about some changes they have experienced. ● Most children will understand that these life stages from birth to death are part of God's plan for us, and be able to describe what different life stages are like; demonstrate an understanding of what the Christian faith says about death and eternal life; be able to identify feelings associated with change, acknowledge times they have managed change in the past and know how to seek support. ● Some children will be able to confidently reflect back on their own journey of growth and look forward to future changes; demonstrate resilience and empathy when discussing death and grief; be able to talk positively about change and demonstrate an understanding that God is always with us as we grow and change.

Module 1 Created and Loved by God		Module 2 Created to Love Others	Module 3 Created to Live in Community
PSHE Progression of Knowledge and Skills			
Module 2: Religious Understanding			
Knowledge/Skills	EYFS	Year 1 and 2	
Knowledge	Children will learn that: • We are part of God's family • Jesus cared for others and wanted them to live good lives like Him • We should love other people in the same way God loves us	Children will learn that: • We are part of God's family • Saying sorry is important and can mend friendships • Jesus cared for others and had expectations of them and how they should act • We should love other people in the same way God loves us	
Skills	• All children will know that God loves us. • Most children will be able to describe ways in which we can love others. • Some children will show a personal understanding of what it means to belong to God's family and be inspired by Jesus to love others.	• All children will understand that we are always welcome as part of God's family. • Most children will understand that saying sorry is important and can mend friendships - both with those around us and with God. • Some children will confidently offer ideas about how they can love other people in the same way God loves us.	

PSHE Progression of Knowledge and Skills		
Module 2: Personal Relationships		
Knowledge/Skills	EYFS	Year 1 and 2
Knowledge	Children will learn: • To identify special people (e.g. parents, carers, friends) and what makes them special • The importance of the nuclear family and of the wider	Children will learn: • About 'special people' (their parents, carers, friends, parish priest) and what makes them special • The importance of nuclear and wider family

	family ● The importance of being close to and trusting 'special people', and telling them when something is troubling them ● How their behaviour affects other people and that there is appropriate and inappropriate behaviour ● The characteristics of positive and negative relationships ● About different types of teasing and that all bullying is wrong and unacceptable ● To recognise when they have been unkind to others and say sorry ● That when we are unkind, we hurt God and should say sorry ● To recognise when people are being unkind to them and others and how to respond ● That we should forgive like Jesus forgives	● The importance of being close to and trusting special people and telling them if something is troubling them ● How their behaviour affects other people, and that there is appropriate and inappropriate behaviour ● About the characteristics of positive and negative relationships ● About different types of teasing and that all bullying is wrong and unacceptable ● To recognise when they have been unkind and say sorry ● That when people are being unkind to them and others and how to respond ● That when we are unkind to others, we hurt God also and should say sorry to Him as well ● That we should forgive like Jesus forgives
Skills	● All children will be able to identify their 'special people'; will be able to describe some qualities of a good friend; and will have a basic understanding of kind/unkind behaviour. ● Most children will be able to identify different people as family, friends or other people they know; will also be able to identify inappropriate behaviours and qualities in friendships; and will understand that to maintain friendships, they must say sorry when they make mistakes, and forgive those who hurt them. ● Some children will be able to articulate why they are grateful for their family/friends, and demonstrate a deeper understanding of the importance of family; will demonstrate a more nuanced, personal understanding of how their behaviour affects other people, including their friends; and will understand that when they are unkind to others, they also hurt God and should say sorry and ask for forgiveness.	● All 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. ● Most children will understand that their 'special people' are special to them in different ways, and be able to identify who they would go to if something was troubling them; will be able to describe and strive to practise the qualities of being a good friend; will understand that when we are unkind to others, we hurt God too and so should say sorry to Him; and be able to identify times when they have been unkind. ● Some children will demonstrate deep emotional understanding of their own and Super Susie's 'special people', and confidently articulate what makes each of them so special; will show a more nuanced understanding of good/bad relationships (friendships) and how this relates to teasing and bullying; and will demonstrate further self-awareness about their own treatment of others and how they should forgive like Jesus forgives us.

PSHE Progression of Knowledge and Skills

Module 2: Life Online

Knowledge/Skills	EYFS	Year 1 and 2
Knowledge	Children will learn: • That the internet connects us to others • That the internet helps us in lots of ways • That only Jesus can help us with everything • About safe and unsafe situations online • That they can ask for help from their special people	Children will learn: • That the internet connects us to others and helps us in lots of ways. • Our feelings matter – both online and offline. • That Jesus cares about our feelings and gives us peace. • To understand what situations are safe and unsafe, including online. • To ask for adult help with anything that worries them or makes them feel unsafe
Skills	• All children will have a basic understanding of what the internet is; understand that they should ask an adult about anything they encounter online that they are not sure about, or which makes them feel worried or unsafe. • Most children will understand that there are positive and negative aspects to using the internet; understand that the internet can be used safely if we know some rules to keep us safe. • Some children will demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe; demonstrate a deeper understanding that our best source of help is Jesus; demonstrate prior knowledge about how to stay safe online, and begin to understand why God wants us to keep ourselves safe too.	• All children will understand what the internet is and be able to describe ways in which they like to use it; understand that they should ask an adult about anything they encounter online that they are not sure about, or which makes them feel worried or unsafe. • Most children will understand and be able to describe feelings which might arise on and offline; understand that the internet can be used safely if we know some rules to keep us safe. • Some children will understand that our online activity is also 'real life', and have a growing understanding of how this means we should behave online; demonstrate prior knowledge about how to stay safe online, and have a sense of the peace that God gives to us.

PSHE Progression of Knowledge and Skills

Module 2: Keeping Safe

Knowledge/Skills	EYFS	Year 1 and 2
Knowledge	Children will learn: • About safe and unsafe situations outdoors and indoors. • That they can ask for help from their special people. • That they are entitled to bodily privacy • That they can and should be open with 'special people' they trust if anything troubles them • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest. • That medicines should only be taken when a parent or doctor gives them to us. • That medicines are not sweets. • That we should always try to look after our bodies, because God created them and gifted them to us. • There are lots of people who do jobs to help us • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade • That paramedics help us in a medical emergency • That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance	Children will learn: • The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them • How to resist pressure when feeling unsafe • That they are entitled to bodily privacy • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest • That medicines are drugs, but not all drugs are good for us • That alcohol and tobacco are harmful substances • That our bodies are created by God, so we should take care of them and be careful about what we consume • About allergies to help protect allergic children and builds empathy, personal responsibility, and practical safety, such as understanding top allergens, not sharing food, and recognising when to tell an adult. • About what is and isn't an emergency • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade • That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999 • Some basic principles of First Aid
Skills	• All children will recognise some safe and unsafe situations, inside and out; know that privates are private, and that they should talk to their special people about anything that worries them; will understand that medicines are drugs, and should only be taken when a parent or doctor gives them to us; and will have a basic understanding of the different jobs people do which help us. • Most children will be able to articulate ways in which we can keep ourselves safe, inside and out; have a basic understanding about the things that contribute to us feeling safe, such as particular people and rules/boundaries; will understand about the different	• All children will understand that there are good secrets and bad secrets; understand that privates are private; that medicines are drugs, but not all drugs are good for us; understand what is and isn't an emergency; and will have a sense about what is and isn't a medical emergency, and how to call 999 for help. • Most children will be able to describe and give examples of good/bad secrets, and understand that they should be open and honest with 'special people' if anything troubles them; demonstrate an emerging understanding about different kinds of touch, and when these are appropriate or inappropriate; will understand that alcohol and tobacco are harmful substances that are illegal for children to access; will understand that in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade; and will understand that First Aid can be used in many situations where an ambulance is not required, and demonstrate understanding of basic First Aid. • Some children will demonstrate deeper empathy and understanding of the feelings

	forms that medicines come in, and that if we take medicines when we don't need them, or if we take too much, then we can harm our bodies; and will have an understanding of the different types of emergency services, how to call them, and that they should only be called in a true emergency. ● Some children will demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe; demonstrate a deeper understanding about what behaviours are acceptable/unacceptable and will demonstrate cognisance about what makes them feel better when they are worried; will demonstrate a deeper understanding that because God created and gifted us our bodies, we should try to look after them; and will demonstrate a greater understanding about the difference between emergency/non-emergency situations, particularly as related to First Aid.	involved with good/bad secrets, and how to resist pressure when feeling unsafe; demonstrate a more nuanced understanding or personal belief that their body is a gift from God which deserves respect; will show a nuanced understanding that, because our bodies are created by God, we should take care of them and be careful about what we consume; will demonstrate confidence, emotional maturity and strong communication skills when role playing 999 phone calls; and will confidently demonstrate knowledge of First Aid, and be curious about First Aid that can be used whilst waiting for an ambulance.
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Module 1 Created and Loved by God		Module 2 Created to Love Others	Module 3 Created to Live in Community
PSHE Progression of Knowledge and Skills			
Module 3: Religious Understanding			
Knowledge/Skills	EYFS	Year 1 and 2	
Knowledge	Children will learn: • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others • What a community is, and that God calls us to live in community with one another • A Scripture illustrating the importance of living in a community • That no matter how small our offerings, they are valuable to God and He can use them for His glory.	Children will learn: • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others • What a community is, and that God calls us to live in community with one another • A scripture illustrating the importance of living in community as a consequence of this • Jesus' teaching on who is my neighbour	
Skills	• All children will gain a basic understanding that God is three-in-one, and we call this the Holy Trinity of God; and will understand what a community is, and that we all belong to different communities. • Most children will understand that being made in God's image means being called to love others, and will be able to come up with practical examples of what this can look like; and will understand that God wants us to live in community with one another, which means loving one another. • Some children will demonstrate a deeper sense of personal conviction to love others, rising from their knowledge of God's love for them; and will demonstrate a more nuanced understanding of the Gospel story about the feeding of the 5000, and what this means for how God can use their offerings of loving actions.	• All children will understand that God loves us and wants us to love others; and will understand that everyone is our neighbour. • Most children will understand that God is three in one: Father, Son and Holy Spirit; and will understand that Jesus calls us to love our neighbour even if we've never met them/don't like them. • Some children will demonstrate a more nuanced understanding of the Holy Trinity and what it means for us to be made in God's image - to love and be loved; and show a deeper understanding of the Holy Trinity as a community of love, and how being made in God's image means we are made to live in community too.	

PSHE Progression of Knowledge and Skills

Module 3: Living in the Wider World

Knowledge/Skills	EYFS	Year 1 and 2
Knowledge	Children will learn: • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. • That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) • About what harms and what improves the world in which they live • About some different types of jobs • That having a job can help us to look after each other and the world • That God has given us all strengths, gifts and talents to do His work • About strengths and interests needed to do different jobs • That money helps us buy things. • That wants and needs are different. • That God's love and the love we share with others is freely given and our most important need.	Children will learn: • That they belong to various communities such as home, school, parish, the wider local community, nation and global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc • That we have a duty of care for others and for the world we live in (charity work, recycling etc.) • What harms and what improves the world in which we live in simple terms • About some different types of jobs in the community • About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls • That work is a part of our purpose (vocation) • That God has given us all strengths, gifts and talents to do His work • That money is valuable and is used as an exchange for needs and wants. • That wants and needs are different. • About spending and saving choices. • That God's love and the love we share with others is more valuable than anything.
Skills	• All children will understand that they belong to various communities; be able to describe some jobs that people have; be able to recognise money and know it helps us to buy things. • Most children will understand that, as part of their communities, they have a responsibility to look after other people and the planet; be able to explain what a job is and know that we can use our gifts and strengths in our work; be able to understand that money helps us to buy things, but that we don't always need the things that we want. • Some children will demonstrate excitement about the responsibilities they have/will have in the future, and a more nuanced appreciation of what harms and improves	• All children will understand that they belong to different communities; understand that a job is a way to earn money to pay for things; recognise money and simply understand the difference between needs and wants. • Most children will understand that their actions/inactions can help/harm the communities they are part of; understand that we can use our unique gifts, strengths and talents in our chosen work and that a job can give satisfaction and fulfilment, as well as money; understand the value of money, some spending and saving choices and know that some needs and wants are freely given. • Some children will demonstrate a deeper understanding of their roles and responsibilities in different communities, and show a duty of care for the world in which we live; show a greater understanding that our gifts come from God and He wants us to use our gifts to look after each other and the world; demonstrate a greater understanding of how money choices impact on our lives and the lives of others, and that God's love and the love of family and friends is more valuable than any amount of money

	the world in which they live; understand that jobs contribute to our well-being and that of the community, and that work is part of God's plan for us; begin to understand the value of needs and wants and be able to explain that God's love and the love of our family and friends is more valuable than anything we can buy	
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PSHE/RSHE Long Term Plan

Year Group	Catholic Social Teaching Links	EYFS			Year 1			Year 2		
Term		Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Module 1 Created and Loved by God	Everyone is special 	Zones of Regulation (Sept)	Zones of Regulation (Jan)	 Dentist Visit Zones of Regulation (April)	Zones of Regulation (Sept)	Zones of Regulation (Jan)	 Zones of Regulation (April) Allergy guidance	Zones of Regulation (Sept)	Zones of Regulation (Jan)	 Zones of Regulation (April) Allergy guidance
Module 2 Created to Love Others	Showing we care  Sharing fairly 	Zones of Regulation  Rules mutual respect individual liberty tolerance of those of different faiths and beliefs Anti Bullying Week (Nov) Remembrance (Nov)	Online Safety Week (Feb)	Online Safety (June)	 mutual respect individual liberty tolerance of those of different faiths and beliefs Anti Bullying Week (Nov) Allergy guidance	Online Safety Week (Feb)	Online Safety (June)	Zones of Regulation  Rules mutual respect individual liberty tolerance of those of different faiths and beliefs Anti Bullying Week (Nov) Allergy guidance	Online Safety Week (Feb)	Online Safety (June)

	Caring for God's gifts  Stewardship Putting people most in need first  Preferential Option for the Poor Being peacemakers  Promoting Peace								
	Module 3 Created to Live in Community	Everyone is special  Human Dignity Thinking of everyone  The Common Good	Black History Month (Oct) mutual respect CST link - everyone is special	✓ mutual respect individual liberty tolerance of those of different faiths and beliefs	Black History Month (Oct) mutual respect	✓ mutual respect individual liberty tolerance of those of different faiths and beliefs	Black History Month (Oct) mutual respect	✓ mutual respect individual liberty tolerance of those of different faiths and beliefs	

	Taking part  Participation									
Citizenship/ British Values	Everyone should have a say  Subsidiarity Taking part  Participation	 School Council Voting democracy Classroom rules the rule of law			 School Council Voting democracy Classroom rules the rule of law			 School Council Voting democracy Classroom rules the rule of law		

British Values: democracy; the rule of law; individual liberty; mutual respect; tolerance of those of different faiths and beliefs.

PSHE Vocabulary

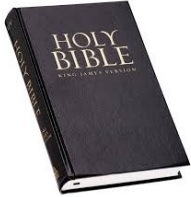
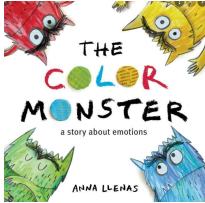
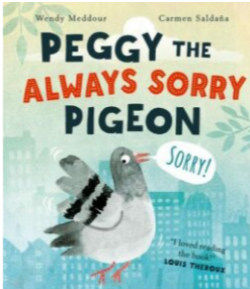
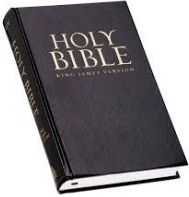
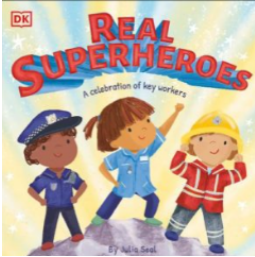
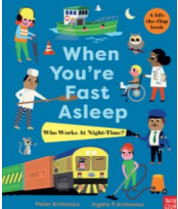
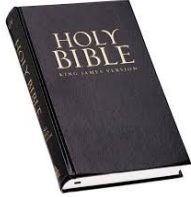
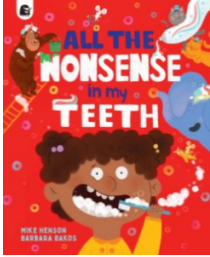
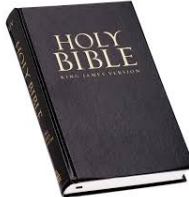
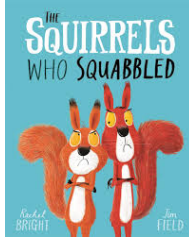
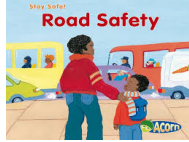
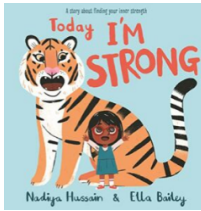
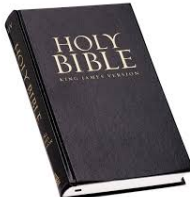
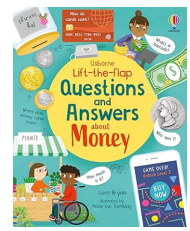
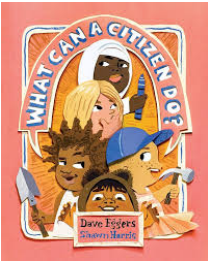
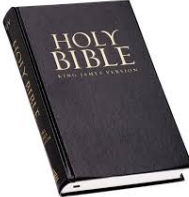
Year Group		EYFS	Year 1	Year 2
Module 1 Created and Loved by God	Religious Understanding	creation God dark still light daytime night-time sky sea land plants sun moon stars fish birds animals people man woman Adam Eve children special earth love rest one two three four five six seven first second third fourth fifth sixth	special important worthy valuable unique individual Kingdom of Heaven welcome faith purpose happy body mind spirit	
	Me, My Body, My Health	similar different same unique special God's children love likes dislikes gifts talents skills running jumping hopping climbing balancing walking crawling flapping pointing splashing waving bending stamping shaking smiling talking eating drinking singing drawing dancing sleeping playing laughing painting building hugging kissing head hair eyes ears mouth shoulders back arm fingers thumb nose hand elbow leg foot knees toes ready prepared responsibility duty body gift God look after creation trust special job diet exercise sleep keeping clean brush teeth flush the toilet wash hands brush hair	unique special similarities differences individual gifts talents skills	
			similarities differences gender stereotypes equal value worth favourite interests personality physical appearance shoulders legs arms ears head	similarities differences gender stereotypes equal value worth favourite interests personality physical appearance shoulders legs arms ears head genitalia scientific penis testicles vulva vagina urethra private
			care special good super balanced diet clean wash brush sleep teeth hair body hygiene healthy	
	Emotional Well-being	like dislike similar different good bad gifts talents special unique loved God happy share thank you rest play safe needs respect feelings inside happy sad angry cross mad frightened worried surprised difficult pleasurable information trusted adult God's love help comfort welcome	like/dislike love/hate prefer feelings positive/negative loved respected safe excited frightened worried happy sad annoyed bored sleepy calm feelings actions choice extremely very a little bit fight angry annoyed negative positive feelings actions consequences choice mistakes sorry	

		feelings actions consequences thinking important amazing happy proud embarrassed sad left out angry upset annoyed ashamed mean forgiveness behaviour mistakes God's love	forgiveness God Jesus Sin separate friends Garden of Eden die Cross Sacrament of Reconciliation
	Life Cycles	growing changing life cycle human baby older baby toddler child older child teenager adult elderly person God's plan responsibility loving kind generous change classroom teachers classmates friends feelings experiences rules routines growing up looking forward Year 1 move transition God's love God's plan	different similar special growing changing God's plan God's love baby child teenager adult elderly person beginning ending middle birth lifetime death heaven God's love baby child teenager adult elderly person natural life cycle grief loss sad grumpy angry confused hard to concentrate lonely shocked puzzled messy hope change grow seasons life-cycle expected unexpected similarities differences God's plan growing up moving on transition manage feelings emotions support
Module 2 Created to Love Others	Religious Understanding	Bible story God's family Jesus role model example love sharing caring being kind please thank you helping	naughty mistakes abandon forgive sorry God's love inheritance sin
	Personal Relationships	family friends others mum dad sister brother auntie uncle grandad teacher priest cousin gardener police officer post delivery person shopkeeper classmates special people trust love care God's family friend nice kind friendly generous fair honest loyal patient trusting caring respectful unkind hurtful mean rough mistakes forgiveness inappropriate good/bad friend Jesus friend kind listen share care fair sorry mistakes forgiveness choice feeling forget hurt Jesus role model courage	family mum dad brother sister grandma grandad friend priest special loving listen safe responsible adult behaviour appropriate inappropriate OK not OK nasty mean teasing bullying rude lies generous helpful honest unfair jealous welcoming selfish fun good listener fair trust steal hurt fault blame forgiveness argument responsible sorry feelings actions trust hurt mistakes sin
	Life Online	internet network connect computers information device phone/smartphone laptop tablet shopping video call YouTube game moderation expensive careful trust strength gift	internet network computer laptop tablet phone devices online offline shopping games directions social media photos email video calls instant messaging videos real feelings happy sad annoyed scared bored disgusted calm trust special person rules peace

		internet network connect computers information device phone/smartphone laptop tablet safe unsafe appropriate website advert pop-up comforting reassuring peaceful protected happy free God's gift	safe unsafe online offline rules help internet screen time moderation pop-ups website games appropriate block report delete warm comforted reassured peaceful happy protected free tablet laptop phone helmet oven gloves seatbelt sunscreen hat map stop look listen stabilisers armbands
	Keeping Safe	accident safe unsafe outside inside online helmet stabilisers seat belt suncream hat water inflatable ring armbands roads oven radiator washing capsule/powder cleaning products iron plug sockets matches knives wet floor bodies minds God's gift safe loving caring listening helping friend rules boundaries behaviour un/acceptable privates are private underwear worried grumpy cross sad upset special people poorly sick hurting sore throat headache medicine tablets liquids needles feeling better throat sweets drugs harm special people doctor God bodies gift help lollipop person mechanic dentist builder plumber nurse vet doctor firefighter police officer paramedic emergency serious dangerous unexpected immediate police car fire engine/truck ambulance First Aid injury hurt	good secret bad secret surprise safe unsafe temporary forever trust threat guilty private matter body God respect gift appropriate inappropriate PANTS rules private physical touch positive negative feelings affection safe unsafe necessary unnecessary permission secret trust comfortable uncomfortable harm private parts same born medicines drugs alcohol cigarettes tobacco un/harmful substance addictive nicotine pills consume smoke bleach needles liquids doctor pharmacy emergency police officer fire brigade firefighter ambulance paramedic vaccine 999 injury sick pain struggling car crash help caution germs emergency police fire brigade ambulance paramedic 999 injury help twists sprains RICE (Rest, Ice, Compression, Elevation) burns cuts
Module 3 Created to Live in Commu nity	Religious Understanding	Holy Trinity of God Father Son Holy Spirit three in one three persons made in the image of God care love God love others Holy Trinity of God Father Son Holy Spirit three in one made in the image of God care love God love others community school family friends Church neighbours villages towns cities counties countries world action incredible miracle	Holy Trinity God the Father God the son (Jesus) God the Holy Spirit Sign of the Cross persons love designed triangle community neighbour Holy Trinity God the Father God the son (Jesus) God the Holy Spirit love The Good Samaritan
	Living in the	love community school family friends Church neighbours villages towns cities counties countries world	community consequences responsibilities national global school parish home receptionist teacher teaching assistant

	Wider World	respect different unique responsibility charity people planet creation work jobs earn money pay for things provide needs God's plan help others strengths gifts talents thankful want need money value coins notes buy save cost price God's love family friendship free	caretaker cleaner headteacher priest altar server reader choir recycling litter respectful graffiti job work community money boys girls equality created by God unique strengths gifts talents satisfaction fulfilment God's call vocation God's plan needs wants exchange value cost choice spend save give important valuable look after God's love
	Citizenship	different fair responsibility rule similar unique vote British Values	care democracy different fair pet responsibility rule similar unique vote British Values election identity environment job opinion rule school council volunteer vote Democracy British Values

Book Links

Year Group	Year 1			Year 2		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Book Link	   	   	  	    	  	  

Teaching Protected Characteristics (Equality Act 2010)

What we aim to achieve

"In our Catholic school, we teach pupils to understand and respect differences through our Gospel values and the principle that every person is created in the image and likeness of God.

Using the TenTen *Life to the Full* programme, we ensure that pupils develop:

- Respect for others
- Understanding of difference
- Positive relationships
- Awareness of the wider world

This enables pupils to recognise and value the protected characteristics in an age-appropriate way."

How it is taught

Through TenTen (RSHE/PSHE curriculum)

The TenTen programme explicitly teaches themes such as:

- Respect and kindness
- Different families and relationships
- Inclusion and belonging
- Understanding feelings and empathy

Protected characteristics are taught through carefully sequenced lessons, including:

- **Family and relationships** → understanding different family structures
- **Living in the wider world** → respecting differences in people
- **Personal wellbeing** → identity, feelings, and self-worth

Teaching is always age-appropriate and rooted in Catholic values.

Through the Catholic Ethos

Teaching is underpinned by:

- Gospel values (love, respect, dignity)
- Catholic Social Teaching

Children learn that:

- Everyone is valued and unique
- We treat others with dignity and respect

3. Through the wider curriculum

Protected characteristics are also embedded across subjects:

- **RE:**
 - Respect for different beliefs and religions
 - Understanding diversity in the world
- **History/Geography:**
 - Learning about people from different cultures and backgrounds
- **Books and texts:**
 - Diverse characters and family structures (Book Club - Windows and Mirrors - and curriculum books chosen carefully)
 - Famous faces and inspirational people woven through the curriculum

4. Through daily school life

- Assemblies focusing on values and inclusion
- Celebrations of different cultures and events
- Behaviour policy promoting respect and kindness

How Protected Characteristics Are Covered

Children are taught about:

- **Age:** respecting people at different life stages (family members)

	• Disability: understanding that people have different needs and showing kindness • Religion or belief: learning about different faiths in RE • Sex (gender): understanding similarities and differences • Marriage and families: recognising different family structures All teaching is carefully adapted to be appropriate for infant-aged children.
What pupils know and can do	Pupils: • Show respect and kindness towards others • Understand that people may be different but are equally valued • Can talk about different families and communities • Demonstrate inclusive behaviour in school This is evidenced through: • Pupil voice • Behaviour and attitudes • Work in books and class discussions

Safeguarding and Sensitivity

Teaching is:

- Age-appropriate
- In line with statutory guidance
- Delivered sensitively within a Catholic framework

Parents are informed about RSHE content and can engage with the curriculum.

