

Progression of Skills - RSE and PHSE

Module 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religious Understanding	Children can express that: -we are created individually by God as part of His creation plan.	Children can express that: - we are created individually by God		Children can explain that: -we are created individually by God who is Love, designed in His own image and likeness.		Children can explain that: -we were created individually by God who cares for us and wants us to put our faith in Him	
	We are all God's children and are special.	God wants us to talk to Him often through the day and treat Him as our best friend		God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)		Physically becoming an adult is a natural phase of life	
	Our bodies were created by God and are good.	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.		Every human life is precious from the beginning of life (conception) to natural death.		Lots of changes will happen during puberty and some times it might feel confusing, but it is all part of God's great plan and the results will be worth it.	
	We can give thanks to God.	We are created as a unity of body, mind and spirit: who we are matters and what we do matters.		Personal and communal prayer and worship are necessary ways of growing in our relationship with God.			
		We can give thanks to God in different ways		In Baptism God makes us His adopted children and 'receivers' of His love.			
				By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)			
				It is important to make a nightly examination of conscience.			
Me, My body, My health	Children can express that: -we are each unique with individual gifts, talents and skills	Children can explain: -that we are unique with individual gift, talents and skills		Children can explain: - similarities and differences between people arise as they grow and make choices, and that by working together (teamwork) we create community.		Children can explain: - similarities and differences between people arise as they grow and mature, and that by living and working together (teamwork) we create community.	
	Whilst we all have similarities because we are made in God's image, difference is part of God's plan.	that our bodies are good		Self confidence arises from being loved by God (not status, etc)		Self confidence arises from being loved by God (not status, etc)	
	That their bodies are good and made by God	the names of the parts of our bodies		They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.		That human beings are different to other animals.	
	The names of the parts of the body (not genitalia)	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			What the term puberty means and when they can expect puberty to take place	About the unique growth and development of humans, and the changes that girls and boys will experience during puberty.	
	That are bodies are good and we need to look after them	Our bodies are good and we need to look after them			That puberty is a part of God's plan for our bodies	About the need to respect their bodies as a gift from God to be looked after well and treated appropriately.	

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	What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene.	What constitutes a healthy lifestyle including physical activity, dental health and healthy eating.		Correct naming of genitalia	The need for modesty and appropriate boundaries
		The importance of sleep, rest and recreation for our health		What changes will happen to boys during puberty	How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.
		How to maintain personal hygiene		What changes will happen to girls during puberty	
Emotional Well- being	Children can express that: - that we all have different 'tastes' (likes and dislikes) but also similar needs (to be loved and respected, to be safe, etc)	Children can explain that: -it is natural for us to relate to and trust one another	Children can explain: - that emotions changes as they grow up (including hormonal effects)		Children can explain: -that images in the media do not always reflect reality and can affect how people feel about themselves
	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)	A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action		That thankfulness builds resilience against feelings of envy, inadequacy, etc, and against pressure from peers or media.
	A language to describe their feelings	A language to describe our feelings	What emotional well-being means		A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action
	An understanding that everyone experiences feelings, both good and bad	In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.	That positive actions help emotional well-being (beauty, art, etc, lift the spirit)		That some behaviour is wrong, unacceptable, unhealthy or risky.
	Simple strategies for managing feelings.	Simple strategies for managing feelings and for good behaviour.	That images in the media do not always reflect reality and can affect how people feel about themselves		That emotions change as they grow up (including hormonal effects)
	Simple strategies for managing emotions and behaviour.	That choices have consequences: that when we make mistakes we are called to receive forgiveness and to forgive others when they do	That some behaviour is wrong, unacceptable, unhealthy and risky.		About emotional well-being that beauty, art, etc can lift the spirit and that also openness with trusted parents/teachers/carers when worried ensures healthy well-being
	That we have choices and these choices can impact how we feel and respond.	That Jesus died on the cross so that we would be forgiven.	That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.		The difference between harmful and harmless videos and images.
	We can say sorry and forgive like Jesus.				The impact that harmful videos and images can have on young minds.
					Ways to combat and deal with viewing harmful videos and images.

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Life cycles	Children can express that: - that there are natural life stages from birth to death and what these are – typically naming bay, child, adult.	Children can describe: -that that are natural life stages from birth to death and what these are – typically naming baby, child, teenager, adult, old age adult.	Children can explain: -that they were handmade by God with the help of their parents.	Children can explain: -how a baby grows and develops in its mother's womb
			How a baby grows and develops in its mothers womb including scientifically the uniqueness of the moment of conception.	About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life
			How conception and life in the womb fits into the cycle of life	Some practical help on how to manage the onset of menstruation.
Module 2				
Religious Understanding	Children can express that: - we are part of God's family	Children can describe that: - we are part of God's family	Children can explain: -that God loves, embraces, guides, forgives and reconciles us with Him and one another.	Children can describe: -that God calls us to love others
	Jesus cared for others and wanted them to live good lives like Him.	Saying sorry is important and can mend friendships.	The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness	Ways in which we can participate in God's call to us
	We should love other people in the same way God loves us	Jesus cared for others and had expectations of them and how they should act	That relationships take time and effort to sustain	
		We should love other people in the same way God loves us.	That we reflect God's image in our relationship with others; this is intrinsic to who we are and to our happiness	

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Personal Relationships	Children are able to describe: - special people (parents, carers, friends) and what makes them special	Children are able to describe: - 'Special people' (their parents, carers, friends, parish priest) and what makes them special .	Children can describe: - ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong.	Children can explain: - that pressure comes in different forms, and what those different forms are
	The importance of the nuclear family and of the wider family	The importance of a nuclear and wider family	That there are different types of relationships including those between acquaintances, friends, relatives and family	That there are strategies that they can adopt to resist pressure
	The importance of being close to and trusting of 'special people' and telling them if something is troubling them.	The importance of being close to and trusting special people and telling them if something is troubling them	That good friendship is when both persons enjoy each other's company and also want what is truly best for the other	What consent and bodily autonomy means
	How their behaviour affects other people and that there is appropriate and inappropriate behaviour.	How their behaviour affects other people and that there is appropriate and inappropriate behaviour.	The difference between a group of friends and a 'clique'	Different scenarios in which it is right to say 'no'
	The characteristics of positive and negative relationships.	The characteristics of positive and negative relationships	Their awareness of bullying (including cyber bullying) that all bullying is wrong, and how to respond to bullying	How thoughts and feelings impact actions and develop strategies that will positively impact their actions and apply this in their relationships.
	Different kinds of teasing and that all bullying is wrong and unacceptable.	Different types of teasing and that all bullying is wrong and unacceptable	Harassment and exploitation in relations including physical and emotional abuse and how to respond.	

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	When they have been unkind to others and say sorry	When they have been unkind and say sorry		
	That when we are unkind, we hurt God and should say sorry	When people are being unkind to them and others and how to respond		
	When people are being unkind to them and others and how to respond.	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.	That we should forgive like Jesus forgives.		
Keeping safe	Children can explain: -about safe and unsafe situations indoors and outdoors including online	Children can explain: -some safe and unsafe situations including online	Children can explain: -that their increasing independence brings increased responsibility to keep themselves and others safe	Children can explain: -that their increasing independence brings increased responsibility to keep themselves and others safe
	That they can ask for help from their special people	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 use technology safely	How to use technology safely
	That they are entitled to bodily privacy	How to resist pressure when feeling unsafe	That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others	That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others
	That they can and should be open with 'special people' they trust if anything troubles them	That they are entitled to bodily privacy	How to report and get help if they encounter inappropriate materials or messages	How to report and get help if they encounter inappropriate materials or messages

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	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 there are different people we can trust for help especially those closest to us who care for us including our parents or carers, teachers or parish priests.	That bad language and bad behaviour are inappropriate	What the term cyberbullying means and examples of it
	That medicines should only be taken when a parent or doctor gives them to us	That medicines are drugs, but not all drugs are good for us	To judge well what kind of physical contact is acceptable or unacceptable and how to respond.	What cyberbullying feels like for the victim
	That medicines are not sweets	That alcohol and tobacco are harmful substances	That there are different people we can trust for help especially those closest to us who care for us including our teachers and parish priest	What kind of physical contact is acceptable or unacceptable and how to respond.
	That we should always try to look after our bodies because God created them and gifted them to us	That our bodies are created by God so we should take care of them and be careful about what we consume	That medicines are drugs but not all drugs are good for us.	That there are different people we can trust for help especially those we care for us including teachers, parents and priests.
	That there are lots of jobs designed to help us	That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade	That alcohol and tobacco are harmful substances	The effect that a range of substances including drugs, tobacco and alcohol can have on the body
	That paramedics help us in medical emergencies	That if they require medical help but it is not an emergency, basic first aid should be using instead of calling 999	That our bodies are created by God so we should take care of them and be careful about we consume	How to make good choices about substances that will have a positive impact on their health

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	That First Aid can be used in non emergency situations as well as whilst waiting for an ambulance	Some basic principles of First Aid	That in an emergency it is important to stay calm	That our bodies are created by God so we should take care of them and be careful about what we consume
			That quick reactions in an emergency can save a life	How they may come under pressure when it comes to drugs, alcohol and tobacco
			How to help in an emergency using their First Aid knowledge.	That they are entitled to say no for all sorts of reasons but not least in order to protect their God given bodies
				That the recovery position can be used when a person is unconscious but breathing
				That DR ABC is a primary survey to find out how to treat life threatening conditions in order of importance
Module 3				
Religious Understanding	Children can express that: - God is love: Father, Son and Holy Spirit	Children can explain: -that God is love: Father, Son and Holy Spirit	Children can describe that: -God is love as shown by the trinity – a 'communion of persons supporting each other in their self giving relationship.'	Children can explain: -that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity
	That being made in His image means being called to be loved and to love others	That being made in His image means being called to be loved and to love others	The human family can reflect the Holy Trinity in charity and generosity	That the Holy Spirit works through us to bring God's love and goodness to others

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	What a community is and that God calls us to live in community with one another	What a community is and that God calls us to live in community with one another	The Church family comprises home, school and parish (which is part of the diocese)	The principles of Catholic Social Teaching
	Some scripture illustrating the importance of living in a community	A scripture illustrating the importance of living in a community as a consequence of this		That God formed them out of love, to know and share His love with others
	That no matter how small our offerings, they are valuable to God and He can use them for His glory	Jesus' teaching on who is my neighbour		
Living in the Wider World	Children can express: -that they belong to various communities such as home, school, parish, the wider local area, nation and the global community	Children can explain: -that they belong to various communities such as home, school, parish, the wider local community, nation and global community	Children can explain: -That God wants His Church to love and care for others	Children can explain: -How to apply the principles of Catholic Social Teaching to current issues
	That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc	That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.	Practical ways of loving and caring for others	Ways in which they can spread God's love in their community
	That we have a duty of care for others and for the world we live in (charity work, recycling, etc)	That we have a duty of care for others and for the world we live in		

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	About what harms and what improves the world in which they live	What harms and what improves the world in which we live in simple terms.		
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