


St Peter's Catholic Voluntary Academy - Progression of Skills document: RSHE
(‘Life to the Full’ curriculum and ‘Young Money’ curriculum)

		EYFS	KS1	Lower KS2	Upper KS2
Module 1 - Created to Love God	<i>Religious Understanding</i>	<p><i>I can express:</i></p> <p><i>We are created individually by God as part of His creation plan;</i></p> <p><i>We are all God’s children and are special;</i></p> <p><i>Our bodies were created by God and are good;</i></p> <p><i>We can give thanks to God</i></p>	<p><i>I can express:</i></p> <p><i>We are created individually by God</i></p> <p><i>God wants us to talk to Him often through the day and treat Him as our best friend</i></p> <p><i>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</i></p> <p><i>We are created as a unity of body, mind and spirit: who we are matters and what we do matters</i></p> <p><i>We can give thanks to God in different ways</i></p>	<p><i>I can explain:</i></p> <p><i>We are created individually by God who is Love, designed in His own image and likeness</i></p> <p><i>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)</i></p> <p><i>Every human life is precious from the beginning of life (conception) to natural death</i></p> <p><i>Personal and communal prayer and worship are necessary ways of growing in our relationship with God</i></p> <p><i>In Baptism God makes us His adopted children and ‘receivers’ of His love</i></p> <p><i>By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)</i></p> <p><i>It is important to make a nightly examination of conscience</i></p>	<p><i>I can explain:</i></p> <p><i>We were created individually by God who cares for us and wants us to put our faith in Him</i></p> <p><i>Physically becoming an adult is a natural phase of life</i></p> <p><i>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!</i></p>

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	<p>Me, My Body & My Health</p>	<p>I can express:</p> <p><i>We are each unique, with individual gifts, talents and skills;</i></p> <p><i>Whilst we all have similarities because we are made in God's image, difference is part of God's plan;</i></p> <p><i>That our bodies are good and made by God;</i></p> <p><i>The names of the parts of the body (not genitalia);</i></p> <p><i>That our bodies are good and we need to look after them;</i></p> <p><i>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</i></p>	<p>I can explain:</p> <p><i>That we are unique, with individual gifts, talents and skills</i></p> <p><i>That our bodies are good</i></p> <p><i>The names of the parts of our bodies (naming genitalia will depend on key decision made by individual schools)</i></p> <p><i>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</i></p> <p><i>Our bodies are good and we need to look after them</i></p> <p><i>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</i></p> <p><i>The importance of sleep, rest and recreation for our health;</i></p> <p><i>How to maintain personal hygiene</i></p>	<p>I can explain:</p> <p><i>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</i></p> <p><i>Self-confidence arises from being loved by God (not status, etc)</i></p> <p><i>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</i></p> <p><u>Year 4 onwards:</u> <i>What the term puberty means</i></p> <p><i>When they can expect puberty to take place</i></p> <p><i>That puberty is part of God's plan for our bodies</i></p> <p><i>Correct naming of genitalia</i></p> <p><i>What changes will happen to boys during puberty</i></p> <p><i>What changes will happen to girls during puberty</i></p>	<p>I can explain:</p> <p><i>Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community</i></p> <p><i>Self-confidence arises from being loved by God (not status, etc)</i></p> <p><i>That human beings are different to other animals</i></p> <p><i>About the unique growth and development of humans, and the changes that girls and boys will experience during puberty</i></p> <p><i>About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately</i></p> <p><i>The need for modesty and appropriate boundaries</i></p> <p><i>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.</i></p>
	<p>Emotional Well-being</p>	<p>I can express:</p> <p><i>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);</i></p> <p><i>That it is natural for us to relate to and trust one another;</i></p> <p><i>A language to describe their feeling;</i></p> <p><i>An understanding that everyone experiences feelings, both good and bad;</i></p> <p><i>Simple strategies for managing</i></p>	<p>I can explain:</p> <p><i>That it is natural for us to relate to and trust one another</i></p> <p><i>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</i></p> <p><i>A language to describe our feelings</i></p> <p><i>In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</i></p>	<p>I can explain:</p> <p><i>That emotions change as they grow up (including hormonal effects)</i></p> <p><i>A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action</i></p> <p><i>What emotional well-being means;</i></p> <p><i>That positive actions help emotional well-being (beauty, art, etc. lift the spirit)</i></p>	<p>I can explain:</p> <p><i>That images in the media do not always reflect reality and can affect how people feel about themselves</i></p> <p><i>That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</i></p> <p><i>A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action</i></p> <p><i>That some behaviour is wrong, unacceptable, unhealthy or risky</i></p>

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		<p><i>feeling;</i></p> <p><i>Simple strategies for managing emotions and behaviour;</i></p> <p><i>That we have choices and these choices can impact how we feel and respond;</i></p> <p><i>We can say sorry and forgive like Jesus</i></p>	<p><i>Simple strategies for managing feelings and for good behaviour</i></p> <p><i>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</i></p> <p><i>That Jesus died on the cross so that we would be forgiven</i></p>	<p><i>That talking to trusted people helps emotional well-being (eg parents/carer/teacher/ parish priest)</i></p> <p><i>That images in the media do not always reflect reality and can affect how people feel about themselves</i></p> <p><i>That some behaviour is wrong, unacceptable, unhealthy and risky</i></p> <p><i>That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</i></p>	<p><i>That emotions change as they grow up (including hormonal effects)</i></p> <p><i>About emotional well-being; that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being</i></p> <p><i>The difference between harmful and harmless videos and images</i></p> <p><i>The impact that harmful videos and images can have on young minds</i></p> <p><i>Ways to combat and deal with viewing harmful videos and images</i></p>
	Life Cycles	<p><i>I can express:</i></p> <p><i>That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult</i></p>	<p><i>I can describe:</i></p> <p><i>That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult</i></p>	<p><i>I can explain:</i></p> <p><i>That they were handmade by God with the help of their parents</i></p> <p><i>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</i></p> <p><i>How conception and life in the womb fits into the cycle of life</i></p>	<p><i>I can explain:</i></p> <p><i>How a baby grows and develops in its mother's womb</i></p> <p><i>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</i></p> <p><i>Some practical help on how to manage the onset of menstruation</i></p> <p><u>NON STATUTORY - schools should make their own choices over these:</u> <i>Basic scientific facts about sexual intercourse between a man and woman;</i></p> <p><i>The physical, emotional, moral and spiritual implications of sexual intercourse;</i></p> <p><i>The Christian viewpoint that sexual intercourse should be saved for marriage.</i></p>
Topic Suggestions:					

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<p align="center">Module 2 - Created to Love Others</p>	<p><i>Religious Understanding</i></p> <p>I can express:</p> <p><i>We are part of God's family;</i></p> <p><i>Jesus cared for others and wanted them to live good lives like Him;</i></p> <p><i>We should love other people in the same way God loves us</i></p>	<p>I can describe:</p> <p><i>We are part of God's family</i></p> <p><i>Saying sorry is important and can mend friendships;</i></p> <p><i>Jesus cared for others and had expectations of them and how they should act</i></p> <p><i>We should love other people in the same way God loves us</i></p>	<p>I can explain:</p> <p><i>That God loves, embraces, guides, forgives and reconciles us with him and one another</i></p> <p><i>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness</i></p> <p><i>That relationships take time and effort to sustain</i></p> <p><i>That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness</i></p>	<p>I explain:</p> <p><i>That God calls us to love others</i></p> <p><i>Ways in which we can participate in God's call to us</i></p>
	<p>Personal Relationships</p> <p>I can describe:</p> <p><i>Special people (e.g. parents, carers, friends) and what makes them special);</i></p> <p><i>The importance of the nuclear family and of the wider family;</i></p> <p><i>The importance of being close to and trusting of 'special people' and telling them if something is troubling them;</i></p> <p><i>How their behaviour affects other people and that there is appropriate and inappropriate behaviour;</i></p> <p><i>The characteristics of positive and negative relationships;</i></p> <p><i>Different types of teasing and that all bullying is wrong and unacceptable;</i></p> <p><i>When they have been unkind to others and say sorry;</i></p> <p><i>That when we are unkind, we hurt God and should say sorry;</i></p> <p><i>When people are being unkind to them and others and how to respond;</i></p>	<p>I can describe:</p> <p><i>'Special people' (their parents, carers, friends, parish priest) and what makes them special</i></p> <p><i>The importance of nuclear and wider family</i></p> <p><i>The importance of being close to and trusting special people and telling them if something is troubling them</i></p> <p><i>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</i></p> <p><i>The characteristics of positive and negative relationships</i></p> <p><i>Different types of teasing and that all bullying is wrong and unacceptable</i></p> <p><i>When they have been unkind and say sorry</i></p> <p><i>When people are being unkind to them and others and how to</i></p>	<p>I can describe:</p> <p><i>Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong</i></p> <p><i>That there are different types of relationships including those between acquaintances, friends, relatives and family</i></p> <p><i>That good friendship is when both persons enjoy each other's company and also want what is truly best for the other</i></p> <p><i>The difference between a group of friends and a 'clique'</i></p> <p><i>Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</i></p> <p><i>Harassment and exploitation in relationships, including physical and emotional abuse and how to respond</i></p>	<p>I can explain:</p> <p><i>That pressure comes in different forms, and what those different forms are</i></p> <p><i>That there are strategies that they can adopt to resist pressure</i></p> <p><i>What consent and bodily autonomy means</i></p> <p><i>Different scenarios in which it is right to say 'no'</i></p> <p><i>How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</i></p>

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		<p><i>That we should forgive like Jesus forgives</i></p>	<p><i>respond</i></p> <p><i>When we are unkind to others, we hurt God also and should say sorry to him as well</i></p> <p><i>That we should forgive like Jesus forgives</i></p>		
<p>Keeping Safe</p>		<p><i>I can explain:</i></p> <p><i>About safe and unsafe situations indoors and outdoors, including online;</i></p> <p><i>That they can ask for help from their special people;</i></p> <p><i>That they are entitled to bodily privacy;</i></p> <p><i>That they can and should be open with ‘special people’ they trust if anything troubles them;</i></p> <p><i>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;</i></p> <p><i>That medicines should only be taken when a parent or doctor gives them to us;</i></p> <p><i>That medicines are not sweets;</i></p> <p><i>That we should always try to look after our bodies because God created them and gifted them to us;</i></p> <p><i>That there are lots of jobs designed to help us;</i></p> <p><i>That paramedics help us in a medical</i></p>	<p><i>I can explain:</i></p> <p><i>Some safe and unsafe situations, including online</i></p> <p><i>The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them</i></p> <p><i>How to resist pressure when feeling unsafe</i></p> <p><i>That they are entitled to bodily privacy</i></p> <p><i>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</i></p> <p><i>That medicines are drugs, but not all drugs are good for us</i></p> <p><i>That alcohol and tobacco are harmful substances</i></p> <p><i>That our bodies are created by God, so we should take care of them and be careful about what we consume</i></p> <p><i>That they should call 999 in an emergency and ask for</i></p>	<p><i>I can explain:</i></p> <p><i>That their increasing independence brings increased responsibility to keep themselves and others safe</i></p> <p><i>How to use technology safely</i></p> <p><i>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</i></p> <p><i>How to report and get help if they encounter inappropriate materials or messages</i></p> <p><i>How to use technology safely</i></p> <p><i>That bad language and bad behaviour are inappropriate</i></p> <p><i>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</i></p> <p><i>How to report and get help if they encounter inappropriate materials or messages</i></p> <p><i>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</i></p> <p><i>That there are different people we can trust for help, especially those</i></p>	<p><i>I can explain:</i></p> <p><i>That their increasing independence brings increased responsibility to keep themselves and others safe</i></p> <p><i>How to use technology safely</i></p> <p><i>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</i></p> <p><i>How to report and get help if they encounter inappropriate materials or messages</i></p> <p><i>What the term cyberbullying means and examples of it</i></p> <p><i>What cyberbullying feels like for the victim</i></p> <p><i>How to get help if they experience cyberbullying</i></p> <p><i>What kind of physical contact is acceptable or unacceptable and how to respond</i></p> <p><i>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</i></p> <p><i>The effect that a range of substances</i></p>

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		<p><i>emergency;</i></p> <p><i>That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</i></p>	<p><i>ambulance, police and/or fire brigade</i></p> <p><i>That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999</i></p> <p><i>Some basic principles of First Aid</i></p>	<p><i>closest to us who care for us, including our teachers and parish priest</i></p> <p><i>That medicines are drugs, but not all drugs are good for us</i></p> <p><i>That alcohol and tobacco are harmful substances</i></p> <p><i>That our bodies are created by God, so we should take care of them and be careful about what we consume</i></p> <p><i>That in an emergency, it is important to remain calm</i></p> <p><i>That quick reactions in an emergency can save a life</i></p> <p><i>How to help in an emergency using their First Aid knowledge</i></p>	<p><i>including drugs, tobacco and alcohol can have on the body</i></p> <p><i>How to make good choices about substances that will have a positive impact on their health</i></p> <p><i>That our bodies are created by God, so we should take care of them and be careful about what we consume</i></p> <p><i>How they may come under pressure when it comes to drugs, alcohol and tobacco</i></p> <p><i>That they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</i></p> <p><i>That the recovery position can be used when a person is unconscious but breathing</i></p> <p><i>That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</i></p>
Topic suggestions					
Module 3 - Created To Live In Community	Religious Understanding	<p><i>I can express:</i></p> <p><i>That God is love: Father, Son and Holy Spirit;</i></p> <p><i>That being made in His image means being called to be loved and to love others;</i></p> <p><i>What a community is, and that God calls us to live;</i></p> <p><i>Some Scripture illustrating the importance of living in a community;</i></p> <p><i>That no matter how small our offerings, they are valuable to God and He can use them for His glory</i></p>	<p><i>I can explain:</i></p> <p><i>That God is love: Father, Son and Holy Spirit</i></p> <p><i>That being made in His image means being called to be loved and to love others</i></p> <p><i>What a community is, and that God calls us to live in community with one another</i></p> <p><i>A scripture illustrating the importance of living in community as a consequence of this</i></p> <p><i>Jesus’ teaching on who is my neighbour</i></p>	<p><i>I can describe:</i></p> <p><i>God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’</i></p> <p><i>The human family can reflect the Holy Trinity in charity and generosity</i></p> <p><i>The Church family comprises home, school and parish (which is part of the diocese)</i></p>	<p><i>I can explain:</i></p> <p><i>That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity</i></p> <p><i>That the Holy Spirit works through us to bring God’s love and goodness to others</i></p> <p><i>The principles of Catholic Social Teaching</i></p> <p><i>That God formed them out of love, to know and share His love with others</i></p>

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	<i>Living In The Wider World</i>	<p>I can express:</p> <p><i>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community;</i></p> <p><i>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.;</i></p> <p><i>That we have a duty of care for others and for the world we live in (charity work, recycling, etc);</i></p> <p><i>About what harms and what improves the world in which they live</i></p>	<p>I can explain:</p> <p><i>That they belong to various communities such as home, school, parish, the wider local community, nation and global community</i></p> <p><i>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</i></p> <p><i>That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</i></p> <p><i>What harms and what improves the world in which we live in simple terms</i></p>		<p>I can explain:</p> <p><i>That God wants His Church to love and care for others</i></p> <p><i>Practical ways of loving and caring for others</i></p>		<p>I can explain:</p> <p><i>How to apply the principles of Catholic Social Teaching to current issues</i></p> <p><i>Ways in which they can spread God's love in their community</i></p>	
Topic suggestions		CAFOD topic in ‘Come & See’ (unit 9 - Our Wonderful World)	CAFOD topic in ‘Come & See’ (unit 9 - Neighbours)		CAFOD topic in ‘Come & See’ (unit 9 - God's People)		CAFOD topic in ‘Come & See’ (unit 9 - Common Good)	
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Young Money Curriculum		<p>Children will:</p> <p>be able to identify things that are ‘valuable’ and things that are useful</p> <p>know that some things are more ‘valuable’ than others for a variety of reasons</p> <p>know that we can use money to buy things and that some things will cost more than others</p> <p>know how to make simple purchases and pay for items</p>	<p>Children will:</p> <p>be able to identify specific coins and notes and state their value</p> <p>be able to count money sums accurately</p> <p>know why we use notes as well as coins</p> <p>be able to</p>	<p>Children will:</p> <p>know that sometimes they have to make difficult choices about whether to spend or save their money</p> <p>know the feelings when receiving a present can be different to when they are giving one</p>	<p>Children will:</p> <p>be able to explain how we make buying decisions</p> <p>be able to identify types of information that we need in order to make choices</p> <p>know that making wise choices will help us to manage</p>	<p>Children will:</p> <p>be able to identify different ways we can pay for goods and services</p> <p>be able to decide on appropriate methods of payment depending on what they are buying</p> <p>know about</p>	<p>Children will:</p> <p>know why we need to save some money rather than spending it all</p> <p>identify items or events they might need to save for</p> <p>be able to explain why saving up for something might be the only option</p> <p>be able to explain</p>	<p>Children will:</p> <p>Be able to identify needs and wants and be able to prioritise them</p> <p>Be able to draw up a budget to help plan their spending</p> <p>Know how to use simple records to keep track of money</p> <p>know that</p>

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			<p>explain in simple terms the differences between needs and wants</p> <p>be able to identify their own short term needs and wants</p> <p>know that their needs and wants may be different from others</p> <p>be able to explain why they might not always be able to have everything they want</p> <p>be able to identify some of the ways in which they get their money now</p> <p>know that as adults they will need to work to earn money</p> <p>be able to describe what the world of work might be like</p>	<p>be able to keep a record of the money they have</p> <p>be able to add to and subtract from a total as they receive or spend money</p> <p>know about receipts and understand the information they provide</p> <p>know that they can make choices about spending money</p> <p>be able to explain the choices they make</p> <p>know that other people may make different choices</p>	<p>our money better</p> <p>be able to use simple records to track money</p> <p>be able to identify when they will be able to achieve a savings goal</p> <p>know that saving is something they could do to create more money in the future</p> <p>be able to talk about what life might be like without money</p> <p>be able to explain the system of barter</p> <p>know about the possible advantages and disadvantages of a bartering system</p> <p>know what charities are for be able to explain how charities can help others</p> <p>be able to make decisions about giving to charity</p>	<p>some of the advantages and disadvantages of different methods of payment</p> <p>be able to explain why it is important to keep track of the money they have</p> <p>be able to keep simple records in order to keep track of their money</p> <p>be able to calculate how much they have spent or saved</p> <p>be able to identify some circumstances when you might need more money than you have</p> <p>be able discuss why you might borrow money and how it might make you feel</p> <p>know that borrowing and lending money can have consequences</p> <p>be able to identify if they need to save in order to achieve their goals</p>	<p>why saving on a regular basis is a healthy habit to get into</p> <p>know that saving can help you manage your money better</p> <p>be able to describe something they might want to save for and how they might achieve it</p> <p>know what interest on savings is and why interest rates are important</p> <p>be able to work out how different interest rates will change the amount of money they can ‘earn’ on their savings</p> <p>know how to look for information which will help us make wise savings choices</p> <p>know how to identify different kinds of adverts and how they persuade us to buy their products</p> <p>understand that friends, family members and shop assistants can persuade us to spend money</p> <p>know how to make</p>	<p>borrowing money costs money</p> <p>be able to calculate simple interest payments</p> <p>be able to describe why borrowing money can be risky</p> <p>be able to describe ways to keep money and identity safe</p> <p>know about some scams and the steps to take to avoid them</p> <p>know that having money or their identity stolen can have consequences</p> <p>be able to describe the importance of having a job</p> <p>be able to identify some of the choices they might have to make around working and earning</p> <p>know that working and earning is an important part of adult life</p> <p>know that deductions are made from the money we earn</p> <p>be able to describe how and</p>
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(‘Life to the Full’ curriculum and ‘Young Money’ curriculum)

						<p>be able to plan their own spending against a given budget</p> <p>know that our spending decisions may impact on what we can and can't afford</p>	<p>informed decisions when spending money</p> <p>be able to identify a range of ways in which we might reduce our costs and save money</p> <p>know why it is important to reduce, reuse and recycle</p> <p>be able to explain how they might encourage people to reduce, reuse and recycle</p>	<p>why these taxes are used</p> <p>know that we have a duty to pay our taxes in order to support the wider community</p>
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