

# PHSE

## Why do we teach PHSE?

What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values. With this in mind, PSHE education isn't just another school subject. It's a chance to give every child an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

This includes helping children to deal with critical issues they face every day such as friendships, emotional wellbeing and change. By giving them a solid foundation for whatever challenging opportunities lie ahead, they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically, and enjoy greater success. All of this means that, when taught well, PSHE education is popular with pupils, parents and schools.

## How do we teach PHSE?

At St Mary's Catholic Primary school, our intent is to provide a comprehensive Personal, Social, Health, and Economic Education (PSHE) program that equips our pupils with the knowledge, skills, and attitudes necessary to make informed decisions, develop healthy relationships, and flourish in a diverse society. We aim to promote positive mental and physical well-being, encourage social responsibility, and instill a sense of resilience and respect in our pupils.

Our PSHE curriculum is designed to be relevant, inclusive, and responsive to the needs and interests of our pupils, encompassing their social, cultural, and economic context whilst keeping the Catholic ethos of the school at its heart. We believe that every child should have access to high-quality PSHE education that prepares them for the opportunities and challenges they may encounter in their lives. This is delivered using the complete 'Live life to the full' scheme of work which is timetabled in as a weekly lesson.

Currently, teachers in key stage two also teach first aid using the St John's ambulance units of work. Trick box is taught at least twice each half term which develops self-esteem and confidence.

## What do we want our children to achieve through their PHSE lessons?

Our pupils will have a strong knowledge and understanding of various topics covered in PSHE, including healthy lifestyles, emotional well-being, relationships, online safety, financial awareness, and British values. They will demonstrate the ability to apply this knowledge in real-life contexts, making informed decisions that contribute to their well-being and success.

Pupils will develop a range of essential skills, such as effective communication, problem-solving, critical thinking, decision-making, and resilience. They will be able to apply these skills in managing relationships, controlling emotions, resolving conflicts, and addressing social and ethical issues.

Through our PSHE provision, pupils will develop positive attitudes towards themselves and others, embracing diversity and respecting the rights and feelings of others. They will demonstrate empathy, compassion, and the ability to work collaboratively. Pupils will also show an understanding of their own well-being and mental health needs, actively seeking support when required.

Our PSHE provision will contribute to the positive well-being and mental health of our pupils. They will develop strategies for managing their well-being, recognizing signs of stress, and seeking appropriate support. Pupils will demonstrate emotional resilience, enabling them to cope with challenges and setbacks, promoting a positive and healthy outlook on life. Our PSHE curriculum will equip pupils with the knowledge, skills, and attitudes they need to make informed choices, navigate the complexities of adolescence, and successfully transition to secondary education. Pupils will be confident, well-rounded individuals capable of thriving in a diverse and ever-changing society.

## Where it all begins - laying the foundations for PHSE in EYFS

Autumn	Spring	Summer
<p><b><i>Handmade with love</i></b></p> <p><b>Religious Understanding</b> introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.</p> <p>Over five days, children will be told the story of creation, engaging with it creatively through sound, movement and discussion. This session aims to provide children at the outset of the programme with the language and understanding of the fundamental principle that we were created by God out of love and for love.</p>	<p><b><i>Me, My body, My health</i></b></p> <p><b>Me, My Body, My Health</b>, children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.</p> <p><b><i>Emotional well-being</i></b></p> <p><b>Emotional Well-Being</b>, children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally through a real world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.</p>	<p><b><i>Life cycles</i></b></p> <p>Through Mollie the Cat and Billy Bird talking about their respective journeys from kitten/egg to adult animals, in <b>Unit 4 – Life Cycles</b> children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God's plan for our lives and that we are loved by Him at every life stage.</p> <p><b><i>Living in the wider world</i></b></p> <p><b>Created to Live in Community</b> explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, an introduction to careers and money is also explored, underpinned by the religious understanding that our true purpose and value comes from God.</p>

**Project Evolve – E-Safety**

<p><b>Self Image and Identity</b> I know online or offline, that anyone can say 'no' – 'please stop' – 'I'll tell' – 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p><b>Online relationships</b> I can give examples of the ways that technology can be used to communicate.</p>	<p><b>Online reputation</b> I can identify ways that I can put information on the internet.</p> <p><b>Online bullying</b> I can describe ways that some people might be unkind online. I can offer examples of how this might make others feel.</p> <p><b>Managing information online</b> I can talk about the internet as a way of finding out information online. I can identify different devices for finding information online.</p>	<p><b>Health, wellbeing and lifestyle</b> I can identify rules that keep us safe and healthy in and beyond the home when using technology. I can give simple examples of these rules.</p> <p><b>Privacy and security</b> I can identify some simple examples of my personal information. (name, address, birthday, age, location) I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> <p><b>Copyright and ownership</b> I know that work I create belongs to me. I can name my work so others know it belongs to me.</p>
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**Trick box**

<p><b>MIRROR MIRROR</b> <b>Aims:</b> To develop long-term positive internal dialogue habits. <b>Objectives:</b> Can identify positive 'self-talk' and can demonstrate own self-directed positive self-talk.</p> <p><b>STAND TALL</b> <b>Aims:</b> To develop habit based confident thinking and body language. <b>Objectives:</b> Can identify and create confident body language signals and link these to positive thoughts and feelings.</p>	<p><b>COLOUR BREATHING</b> <b>Aims:</b> To train personal emotional management skills. <b>Objectives:</b> Can describe feelings as colours and use diaphragmatic breathing to change feelings and states.</p> <p><b>FLOATING CLOUD</b> <b>Aims:</b> To train the body to relax and create a 'relaxed mind-body' blueprint. <b>Objectives:</b> Can demonstrate full body progressive muscle relaxation.</p>	<p><b>WIN-WIN</b> <b>Aims:</b> To develop respectful and assertive negotiation skills using a 'win-win' approach. <b>Objectives:</b> Can empathise with different views and create a positive result based on compromise.</p> <p><b>FREE FLOW</b> <b>Aims:</b> To develop 'flow state' creativity, intrinsic motivation and peak performance skills. <b>Objectives:</b> Can name current favourite activities and can select and practise new activities.</p>
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## Vocabulary

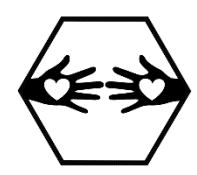
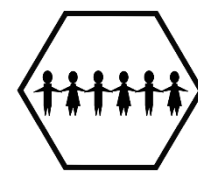

Autumn - family, myself, sad, embarrassed, sad, happy, angry, love, online, computer, device, sign in, respect, safe, creation, Advent, Christmas, God, Jesus

Spring - unique, gifts, relaxed, calm, kind, unkind, bullying, online, unsafe, consent, contact, Lent, Easter

Summer – healthy, rules, service, community, call, purpose, healthy, personal information, belong, trust, respect

**PHSE Curriculum – Big Ideas:**

**The Big Ideas are the key concepts.**

<p><b>Created and Loved by God</b></p> 	<p><b>Created to Love Others</b></p> 	<p><b>Created to Live in Community</b></p> 
<p><b><i>Created and Loved by God means that we explore the individual.</i></b></p> <p>Rooted in the teaching that we are made in the image and likeness of God. It helps us to develop an understanding of the importance of valuing ourselves as a basis for personal relationships. Story sessions communicate and help us to understand more deeply the key idea that we are created by God out of love, and for love. Building on this religious understanding of the meaning and purpose of our bodies, we explore body and health issues.</p> <p>Units include:</p> <ul style="list-style-type: none"> <li>- Religious Understanding</li> <li>- Me, My Body, My Health</li> <li>- Emotional Wellbeing</li> <li>- Life Cycles</li> </ul>	<p><b><i>Created to Love Others explores the individual's relationships with others.</i></b></p> <p>We build on the understanding that we have been created out of love and for love. We explore how we take this calling into our family, friendships and relationships, and look at strategies for developing healthy relationships and keeping safe both online and in our daily lives. This religious understanding is then applied to real world situations in our lives.</p> <p>Units include:</p> <ul style="list-style-type: none"> <li>- Religious Understanding</li> <li>- Personal Relationships</li> <li>- Life Cycles</li> <li>- Keeping Safe</li> </ul>	<p><b><i>Created to Live in Community explores the individual's relationship with the wider world.</i></b></p> <p>We explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the common good. We develop a concept of the Trinity. We also apply this religious understanding to real world situations such as the community we live in, and through exploring the work of charities which work for the common good.</p> <p>Units include:</p> <ul style="list-style-type: none"> <li>- Religious Understanding</li> <li>- Living in the Wider World</li> </ul>

Year 1 Autumn 1: Religious understanding

Duration: ½ term

Big Idea: Created and loved by God



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<b>BIG VOICE</b> <b>Aims:</b> To create a positive self-belief mindset through the development of 'self-talk' habits. <b>Objectives:</b> Can demonstrate and practise using own voice as a source of personal motivation. Outcome		
<b>E-Safety</b>	<p>I know online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>I can give examples of the ways that technology can be used to communicate.</p>	<p><b><u>Self-Image &amp; Identity</u></b></p> <ul style="list-style-type: none"><li>- I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</li><li>- I know when I should ask an adult for help with things online that upset me.</li></ul> <p><b><u>Online Relationships</u></b></p> <ul style="list-style-type: none"><li>- I can give examples of different adults I can ask for help.</li><li>- I can use the internet with adult support.</li><li>- I can explain why it is important to be considerate and kind to people online.</li><li>- I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</li></ul>	<p>I will be able give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened.</p> <p>I explain who I should ask before sharing things about myself or others online.</p>

<b>Vocabulary</b>	Online, technology, yes, no, trusted, emotions, uncomfortable, communicate
<b>Mission Advocate SJA</b>	<i>How can we use positive language to communicate with others to enhance their self-belief?</i>



Year 1 Autumn 2: Religious understanding – God Loves You

Duration: ½ term

Big Idea: Created and Loved by God & Created to Love Others



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<b>SUNNY SIDE</b> <b>Aims:</b> To train positive mental reframing habits as a strategy for emotional management. <b>Objectives:</b> Can interpret the same situation in different ways and choose alternative emotional responses.		
<b>Ten: Ten</b>	Know that we are created by God out of love and for love.  Know that God created the earth, sea, stars, plants, animals and humans.	<ul style="list-style-type: none"><li>• As a Christian, I know that we are part of God's family.</li><li>• As a Christian, I know that saying sorry is important and can mend friendships.</li><li>• As a Christian, I know that Jesus cared for others and had expectations of them and how they should act.</li></ul>	I will learn that we are individuals created by God. I will explore gospel stories of Jesus welcoming the children.

<p><b>E-Safety</b></p>	<p>I can describe ways that some people might be unkind online.</p> <p>I can talk about how I can use the internet to gather information.</p>	<p><b><u>Online Reputation</u></b></p> <ul style="list-style-type: none"> <li>- I can recognise that information can stay online and could be copied.</li> <li>- I can describe what information I should not put online without asking a trusted adult first.</li> </ul> <p><b><u>Online Bullying</u></b></p> <ul style="list-style-type: none"> <li>- I can describe how to behave online in ways that do not upset others and can give examples.</li> </ul> <p><b><u>Managing Online Information</u></b></p> <ul style="list-style-type: none"> <li>- I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</li> </ul>	<p>I will identify who can help me if something happens online without my consent.</p> <p>I will talk about how to help someone who is being bullied.</p>
<p><b>Vocabulary</b></p>	<p>Creation, mistakes, forgive, sorry, inheritance, sin, trusted adult, bullying, search engine</p>		
<p><b>Mission Advocate SJA</b></p>	<p><b><i>How can we show that we care for people?</i></b></p>		

**Year 1 Spring 1: Personal relationships**

**Duration: ½ term**

**Big Idea: Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>LIGHT BULB</b>  <b>Aims:</b> To develop creative thinking skills and build flexible brain connections.  <b>Objectives:</b> Can challenge perceived thinking and create new possibilities by looking at objects in new ways.</p>		
<b>Ten: Ten</b>	<p>I have learnt that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.</p>	<ul style="list-style-type: none"> <li>- I know that it is important to talk to my special people about things that are troubling me.</li> <li>- I understand that behaviours can be appropriate and inappropriate and can affect others.</li> <li>- I understand the significance of saying sorry.</li> </ul>	<p>I know that we develop a language to describe our feelings, and that feelings and actions are different things.</p>
<b>E-Safety</b>	<p>I can identify different devices for finding information online.</p> <p>I can identify rules that keep me safe and healthy online.</p>	<p><u><b>Managing Online Information</b></u></p> <ul style="list-style-type: none"> <li>- I can give simple examples of how to find information using digital technologies.</li> <li>- I know / understand that we can encounter a range of things online.</li> </ul> <p><u><b>Health, Wellbeing and Lifestyle</b></u></p> <ul style="list-style-type: none"> <li>- I can explain rules to keep myself safe when using technology.</li> </ul>	<p>I can navigate a simple webpage to find information.</p> <p>Learning simple guidance for using technology in different environments.</p>

Vocabulary	Feelings, likes, needs, sorry, forgiveness, information, technology, safe, rules, online
<b>Mission Advocate SJA</b>	<i>How can we say sorry in different ways? (Words and actions)</i>

**Year 1 Spring 2: Personal Relationships – Keeping Safe**

**Duration: ½ term**

**Big Ideas: Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>BIG VOICE</b>  <b>Aims:</b> To create a positive self-belief mindset through the development of ‘self-talk’ habits.  <b>Objectives:</b> Can demonstrate and practise using own voice as a source of personal motivation.</p>		
<b>Ten: Ten</b>	<p>NSPCC – PANTS work – learning which areas of our bodies are private.</p>	<ul style="list-style-type: none"> <li>• I understand the difference between good and bad secrets.</li> <li>• I understand that ‘privates’ are private.</li> <li>• I know that alcohol and tobacco can harm our bodies.</li> <li>• I understand what makes a situation an emergency (999) one.</li> <li>• I understand the basic principles of first aid.</li> </ul>	<p>I will learn the names of our body parts.</p> <p>I know that boys and girls were created by God to be both similar and different.</p>
<b>Vocabulary</b>	<p>Secret, privates, alcohol, tobacco, emergency, first aid</p>		
<b>Mission Advocate SJA</b>	<p><i>Why should we look after our bodies?  How did Jesus look after and care for others?</i></p>		

**Year 1 Summer 1: Religious Understanding**

**Duration: ½ term**

**Big Idea: Created to Live in Community**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<p><b>Trick Box</b></p>	<p><b>SUNNY SIDE</b>  <b>Aims:</b> To train positive mental reframing habits as a strategy for emotional management.  <b>Objectives:</b> Can interpret the same situation in different ways and choose alternative emotional responses.</p>		
<p><b>Ten: Ten</b></p>	<p>I know the Holy Trinity as God is three-in-one and each person loves the others and loves us.</p>	<ul style="list-style-type: none"> <li>• I know that God is love,</li> <li>• I know that he is three in one.</li> <li>• I know that God is the Holy Trinity: The Father, The Son and The Holy Spirit.</li> <li>• I know we are made in the image of God.</li> <li>• I understand that we are called to be loved and to love others.</li> </ul>	<p>Developing understanding of the Holy Trinity.</p> <p>I will learn that we are part of a global community, living with one another.</p>

<p><b>E-Safety</b></p> <p><b>First Aid</b></p>	<p>I can identify simple examples of what is personal information.</p> <p>I know that the work I create belongs to me.</p>	<p><b><u>Privacy and Security</u></b></p> <ul style="list-style-type: none"> <li>- I can explain how passwords are used to protect information, accounts and devices.</li> <li>- I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</li> <li>- I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</li> </ul> <p><b><u>Copyright and Ownership</u></b></p> <ul style="list-style-type: none"> <li>- I can explain why work I create using technology belongs to me</li> <li>- I can say why it belongs to me (e.g. ‘I designed it’ or ‘I filmed it’).</li> </ul>	<p>I can explain and give examples of what is meant by private and keeping things private.</p> <p>I recognise that content on the internet might belong to other people.</p>
<p><b>Vocabulary</b></p>	<p>Holy trinity, God, Father, Son, Holy Spirit, password, information, sharing, copyright, ownership</p>		
<p><b>Mission Advocate SJA</b></p>	<p><b><i>How can our loving actions show our love for God?</i></b></p>		

**Year 1 Summer 2: Living in the Wider World**

**Duration: ½ term**

**Big Idea: Created to Live in Community**



	<b>Prior Knowledge</b>	<b>New Knowledge to be explicitly taught (Including 3 Keys)</b>	<b>Future Knowledge How knowledge will be built upon</b>
<b>Trick Box</b>	<p><b>LIGHT BULB</b>  <b>Aims:</b> To develop creative thinking skills and build flexible brain connections.  <b>Objectives:</b> Can challenge perceived thinking and create new possibilities by looking at objects in new ways.</p>		
<b>Ten: Ten</b>	<p>We are made in the image of God and should help others just as Jesus did.</p>	<ul style="list-style-type: none"> <li>- To understand the importance of being a good Samaritan to our Neighbours.</li> <li>- To know about different communities, both local and global, and what our rights and responsibilities are.</li> <li>- I understand what money is.</li> </ul>	<p>I know what money is and the choices that we can make with it.</p>
<b>E-Safety</b>	<p>I can name my work so that others know it belongs to me.</p>	<p><b><u>Copyright &amp; Ownership</u></b></p> <ul style="list-style-type: none"> <li>- I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</li> <li>- I understand that work created by others does not belong to me even if I save a copy.</li> </ul>	<p>I can recognise that content on the internet may belong to other people and can describe why it belongs to them.</p>



<b>Vocabulary</b>	Job, work, community, talents, satisfaction, God's call, God's plan, save, copy, belong
<b>Mission Advocate SJA</b>	<i>Describe the ways that we are a global community here at St. Mary's School?</i>

**Year 2 Autumn 1: Online Safety      Duration: ½ term**

**Big Idea: Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>MAGIC CIRCLE</b>  <b>Aims:</b> To train the mind-body to recognise a confident ‘state’ and be able to replicate this when required using a stimulus-response anchor.  <b>Objectives:</b> Can identify a confident feeling and create a thumb-finger anchor.</p>		
<p><b>E-Safety</b>  <b>First Aid</b></p>	<p>I can recognize that there are people online who could make me sad, embarrassed or upset.</p> <p>I know when I should ask an adult for help.</p>	<p><u><b>Self-Image &amp; Identity</b></u></p> <ul style="list-style-type: none"> <li>- I can explain how other people may look and act differently online and offline.</li> <li>- I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened.</li> </ul> <p><u><b>Online relationships</b></u></p> <ul style="list-style-type: none"> <li>- I can give examples of how someone might use technology to communicate with others they don’t also know offline.</li> <li>- I can explain who I should ask before sharing things about myself or others online.</li> <li>- I can describe different ways to ask for, give, or deny my permission online.</li> <li>- I can explain why I have a right to say ‘no.’</li> </ul>	<p>Explain how people can represent themselves differently online.</p> <p>Describe ways that people with similar likes and interests can get together online.</p>
<b>Vocabulary</b>	Offline, online, identity, permission, communicate, share		

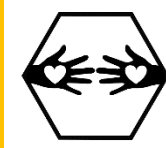
**Mission  
Advocate  
SJA**

*How can we help others when they are frightened or sad?*

Year 2 Autumn 2: Religious understanding

Duration: ½ term

Big Idea: Created and loved by God



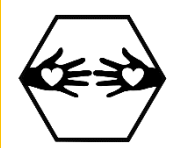
	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<b>BIG 'NO'</b> <b>Aims:</b> To develop the ability to say 'no,' make voice and body language congruent with meaning and deal with manipulation tactics. <b>Objectives:</b> Can identify when and why to say 'no.' Can compare different ways of saying 'no,' demonstrate an assertive 'no' and recognise manipulation.		
<b>Ten: Ten</b>	I know that we are part of God's family.  I know that Jesus cared for others and had expectations of how they should act.	<ul style="list-style-type: none"><li>- As a Christian, I understand that we are individuals created by God.</li><li>- As a Christian, I understand Gospel stories of Jesus welcoming the children.</li></ul>	Understand that we are made in God's image and that every human life is precious.  Learn about the Sacraments of Baptism and Reconciliation.

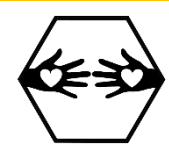
<p><b>E-Safety</b></p> <p><b>First Aid</b></p>	<p>I recognise that information can stay online and could be copied.</p> <p>I can describe information that should not be put online.</p> <p>I can describe how to behave online in ways that do not upset others.</p>	<p><b><u>Online reputation</u></b></p> <ul style="list-style-type: none"> <li>- I can identify who can help me if something happens online without my consent.</li> <li>- I can explain how it might make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</li> </ul> <p><b><u>Online Bullying</u></b></p> <ul style="list-style-type: none"> <li>- I can explain what bullying is and how people may bully others.</li> <li>- I can explain why anyone who experiences bullying is not to blame.</li> <li>- I can talk about how anyone experiencing bullying can get help.</li> </ul>	<p>I can explain how to search for information about others online.</p> <p>I know who to ask if I'm unsure about putting anything online.</p> <p>I can describe appropriate ways to behave towards other people online.</p>
<p><b>Vocabulary</b></p>	<p>Special, important, worthy, faith, purpose, mind, spirit, online, consent, information, bullying</p>		
<p><b>Mission Advocate SJA</b></p>	<p><i>How can we welcome others into our school just like Jesus welcomed the children?</i></p>		

**Year 2 Spring 1: Personal relationships**

**Duration: ½ term**

**Big Idea: Created and loved by God**

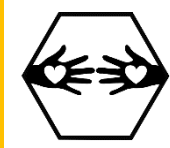


Year 2 Spring 1: Personal relationships      Duration: ½ term			
Big Idea: Created and loved by God			
			
	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>BIG 'YES'</b>  <b>Aims:</b> To create individual opportunities for personal development through the engagement of new challenges.  <b>Objectives:</b> Can identify positive new opportunities to engage in and can select and use anxiety management 'tricks' to help achieve goals.</p>		
<b>Ten: Ten</b>	<p>I understand the difference between good and bad secrets.</p> <p>I understand that 'privates' are private.</p>	<ul style="list-style-type: none"> <li>- I know that I am unique and have individual gifts, talents and skills.</li> <li>- I know the names of our body parts.</li> <li>- I know that boys and girls were created by God to be both similar and different.</li> <li>- I understand that physical activity, sleep, rest, healthy eating, good dental health and personal hygiene are good for our health.</li> </ul>	<p>I understand that we are designed in God's image.</p> <p>Y4 – Changes during puberty.</p>

<p>E-Safety</p> <p>First Aid</p>	<p>I can give simple examples of how to find information using digital technologies.</p>	<p><u>Managing Online Information</u></p> <ul style="list-style-type: none"> <li>- I can use simple keywords in search engines.</li> <li>- I can demonstrate how to navigate a simple webpage to get information.</li> <li>- I can explain what voice activated searching is.</li> </ul>	<p>I will use key phrases in search engines.</p> <p>Understand how to use autocomplete.</p> <p>Explain how the internet can be used to buy and sell things online.</p>
<p><b>Vocabulary</b></p>	<p>Unique, gift, talent, skill, similar, different, hygiene, online, search engine, navigate, webpage</p>		
<p><b>Mission Advocate SJA</b></p>	<p><i>How can I best use my gifts from God?</i></p>		

**Year 2 Spring 2: Emotional well-being      Duration: ½ term**

**Big Idea: Created and Loved by God**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>MAGIC CIRCLE</b>  <b>Aims:</b> To train the mind-body to recognise a confident 'state' and be able to replicate this when required using a stimulus-response anchor.  <b>Objectives:</b> Can identify a confident feeling and create a thumb-finger anchor.</p>		
<b>Ten: Ten</b>	<p>I know it is important to tale to my special people about things that are troubling me.</p> <p>I understand that some behaviours can be appropriate and inappropriate.</p>	<ul style="list-style-type: none"> <li>- I know that humans relate to and trust each other.</li> <li>- I know that we all have different like and dislikes.</li> <li>- I know that humans have similar needs.</li> <li>- I know that we develop a language to describe our feelings.</li> <li>- I understand that feelings and actions are different things.</li> <li>- I know some strategies to manage my own behaviour.</li> <li>- I know that choices have consequences.</li> </ul>	<p>To know the difference between different types of relationship.</p> <p>Know the difference between a group of friends and a clique.</p>



<p><b>E-Safety</b></p> <p><b>First Aid</b></p>	<p>I can explain rules to keep myself safe when using technology.</p> <p>I can explain how passwords can be used to protect information, accounts and devices.</p>	<p><u><b>Health, Well-being &amp; Lifestyle</b></u></p> <ul style="list-style-type: none"> <li>- I can explain simple guidance for using technology in different environments.</li> </ul> <p><u><b>Privacy &amp; Security</b></u></p> <ul style="list-style-type: none"> <li>- I can explain how passwords can be used to protect information.</li> <li>- I can explain and give examples of what is meant by private and keeping things private.</li> </ul>	<p>I will learn why spending too much time using technology can sometimes have a negative impact on anyone.</p> <p>I will learn simple strategies for creating and keeping passwords private.</p>
<p><b>Vocabulary</b></p>	<p>Humans, trust, needs, feelings, actions, strategies, behavior, consequences, Guidance, password, private</p>		
<p><b>Mission Advocate SJA</b></p>	<p><i>How can our words and actions show trust in others?</i></p>		

**Year 2 Summer 1: Life cycles & Life online**

**Duration: ½ term**

**Big Idea: Created and Loved by God**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>BIG 'NO'</b>  <b>Aims:</b> To develop the ability to say 'no,' make voice and body language congruent with meaning and deal with manipulation tactics.  <b>Objectives:</b> Can identify when and why to say 'no.' Can compare different ways of saying 'no,' demonstrate an assertive 'no' and recognise manipulation.</p>		
<b>Ten: Ten</b>	<p>I understand the difference between good and bad secrets.</p> <p>I know that we are a global community.</p>	<ul style="list-style-type: none"> <li>- I know that humans have natural life cycles from birth to death.</li> <li>- I understand what death is and can talk about feelings connected with grief.</li> <li>- I know what the Christian faith says about death and eternal life.</li> <li>- I know that the internet connects us to others and helps us in lots of different ways.</li> <li>- I know that our feelings matter both off and online.</li> <li>- I know the difference between a safe and unsafe situation.</li> <li>- I know that I can ask an adult for help about anything that worries me or makes me feel unsafe.</li> </ul>	<p>Learn how to use technology safely.</p> <p>Understand and judge what kinds of physical contact is acceptable and unacceptable.</p>
<b>Vocabulary</b>	<p>Life cycle, death, grief, eternal like, safe, unsafe</p>		

**Mission  
Advocate  
SJA**

*How can I support a friend through a difficult situation?*

**Year 2 Summer 2: Religious understanding & Living in the wider world**

**Duration: ½ term**

**Big Idea: Created to live in Community**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>BIG 'YES'</b>  <b>Aims:</b> To create individual opportunities for personal development through the engagement of new challenges.  <b>Objectives:</b> Can identify positive new opportunities to engage in and can select and use anxiety management 'tricks' to help achieve goals.</p>		
<b>Ten: Ten</b>	<p>I know that God is three in one.</p> <p>I know we are made in the image of God.</p>	<ul style="list-style-type: none"> <li>- I know that God is love: Father, Son and Holy Spirit.</li> <li>- I understand that we are part of a global community, living with one another.</li> <li>- I know what money is and choices that we can make with it.</li> </ul>	<p>To learn that God wants His church to love and care for others. To learn ways to do this.</p>
<b>E-Safety</b> <b>First Aid</b>	<p>I can explain why the work I create belongs to me.</p>	<p><u><b>Copyright &amp; Ownership</b></u></p> <ul style="list-style-type: none"> <li>- I can recognise that content on the internet may belong to other people.</li> <li>- I can describe why other people's work belongs to them.</li> </ul>	<p>To learn why copying someone else's work from the internet without permission isn't fair.</p>

<b>Vocabulary</b>	God, love, Father, Son, Holy Spirit, global community, money, Owner, belong, permission
<b>Mission Advocate SJA</b>	<i>How am I part of a global community?</i>

**Year 3 Autumn 1: Living Life Online**

**Duration: ½ term**

**Big Idea: Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Stand as if</b>  <b>Aim:</b> To train mind-body connections to manage mental and physical states  <b>Objective:</b> Can compare different physical states by changing posture and describe how this affects personal feelings.</p>		
<b>E-Safety</b>	<p>I can explain how other people may look and act differently offline and online.</p> <p>I can explain who I should ask before sharing things about myself or others online.</p>	<p><b><u>Self-Image and Identity</u></b></p> <ul style="list-style-type: none"> <li>- I can explain what is meant by the term 'identity'.</li> <li>- I can explain how people can represent themselves in different ways online.</li> </ul> <p><b><u>Online Relationships</u></b></p> <ul style="list-style-type: none"> <li>- I can describe ways people who have similar likes and interests can get together online.</li> <li>- I can explain what it means to know someone online and why this might be different knowing someone offline.</li> </ul>	<p>Will learn that others online can pretend to be someone else.</p> <p>Will describe strategies for safe and fun experiences in online environments.</p>
<b>Vocabulary</b>	Offline, online, identity, similar, different		

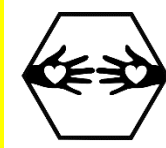
**Mission  
Advocate  
SJA**

*How do I share my identity as a person of God?*

Year 3 Autumn 2: Religious understanding

Duration: ½ term

Big Idea: Created and loved by God



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Signal change</b> <b>Aim:</b> To develop a mindful approach to own responses and actions and create choices around behaviour. <b>Objectives:</b> Can compare possible choices and consequences for actions and choose different personal ways to behave using the traffic light system.</p>		
<b>Ten: Ten</b>	<p>I know that we are individuals created by God.</p> <p>As humans we relate to and trust each other.</p>	<ul style="list-style-type: none"><li>- I understand that we are designed In God's image and likeness.</li><li>- I know that every human life is precious from the beginning of life to natural death.</li><li>- I know about the Sacraments of Baptism and Reconciliation.</li><li>- I know that relationships take time and effort to sustain.</li></ul>	<p>To understand that we are designed for a purpose and created in God's image and likeness.</p>



<p><b>E-Safety</b></p>	<p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain what bullying is and how people may bully others.</p>	<p><b><u>Online Reputation</u></b></p> <ul style="list-style-type: none"> <li>- I can explain how to search for information about others online.</li> <li>- I can explain who someone can ask if they are unsure about putting something online.</li> </ul> <p><b><u>Online Bullying</u></b></p> <ul style="list-style-type: none"> <li>- I can describe appropriate ways to behave towards other people online.</li> </ul>	<p>To learn how information about anyone online could have been created, copied or shared by others.</p> <p>To learn about ways that people could be bullied through a range of media.</p>
<p><b>Vocabulary</b></p>	<p>Image, likeness, Sacrament, Baptism, Reconciliation, relationship, search, unsure</p>		
<p><b>Mission Advocate SJA</b></p>	<p><b><i>How can we maintain positive and trusted relationships with others?</i></b></p>		

**Year 3 Spring 1: Personal relationships & Life online**

**Duration: ½ term**

**Big Idea: Created to Love others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Ask how</b>  <b>Aims:</b> To develop the use of empowering questions to create a solution thinking around challenges.  <b>Objectives:</b> Can identify limiting self-talk such as I can't and compare creative responses when asking how.</p>		
<b>Ten: Ten</b>	<p>I know that we all have different likes and dislikes.</p> <p>I know we have similar needs.</p> <p>I know that choices have consequences.</p>	<ul style="list-style-type: none"> <li>- I know the difference between different types of relationship: family, friends, acquaintances.</li> <li>- I know the difference between a group or friends and a clique.</li> <li>- I know how to recognise bullying: both physical and emotional abuse, and know how to respond to it.</li> <li>- I know that cyberbullying is an online form of bullying.</li> </ul>	<p>To learn that there are differences and similarities between people as they grow and make choices.</p> <p>To know what emotional well-being is.</p> <p>To know that some behaviour is wrong, unacceptable, unhealthy or risky.</p>

<p><b>E-Safety</b></p> <p><b>First Aid</b></p>	<p>I can use simple keywords in search engines.</p> <p>I can navigate a simple webpage.</p>	<p><u><b>Managing Online Information</b></u></p> <ul style="list-style-type: none"> <li>- I can demonstrate how to use key phrases in search engines.</li> <li>- I can explain what autocomplete and how to choose the best suggestion.</li> <li>- I can explain how the internet can be used to buy and sell things.</li> </ul>	<p>To be able to explain that technology can be designed to act like or impersonate living things.</p>
<p><b>Vocabulary</b></p>	<p>Family, friends, acquaintances, group, clique, bullying, cyberbullying, search engine, autocomplete</p>		
<p><b>Mission Advocate SJA</b></p>	<p><i>How can we stand up and speak out against bullying?</i></p>		

**Year 3 Spring 2: Keeping safe**

**Duration: ½ term**

**Big Idea: Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Stand as if</b>  <b>Aim:</b> To train mind-body connections to manage mental and physical states  <b>Objective:</b> Can compare different physical states by changing posture and describe how this affects personal feelings.</p>		
<b>Ten: Ten</b>	<p>I know that the internet connects us to others and helps in lots of different ways.</p> <p>I know the difference between a safe and unsafe situation.</p> <p>I know that I can ask an adult for help about anything that worries me or makes me feel unsafe.</p>	<ul style="list-style-type: none"> <li>- To know how to use technology safely.</li> <li>- To understand that increasing independence brings increased responsibility.</li> <li>- I know that bad language and bad behaviour are inappropriate.</li> <li>- I understand and judge what kinds of physical contact is acceptable and unacceptable.</li> <li>- I understand the different kinds of abuse, including 'abuse of private parts.'</li> <li>- I understand the effects of drugs, alcohol and tobacco.</li> <li>- I know the importance of remaining calm in an emergency and that quick reactions can save a life.</li> </ul>	<p>To know that emotions change as we grow up.</p> <p>To know that some behavior is wrong, unacceptable, unhealthy or risky.</p> <p>To learn about changes during puberty.</p>

<b>Vocabulary</b>	Technology, safe, bad language, physical contact, abuse, private parts, drugs, alcohol, tobacco, emergency
<b>Mission Advocate SJA</b>	<i>How can we support and help others when they are in need?</i>

**Year 3 Summer 1: Religious understanding**

**Duration: ½ term**

**Big Idea: Created to live in the Community & Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Signal change</b>  <b>Aim:</b> To develop a mindful approach to own responses and actions and create choices around behaviour.  <b>Objectives:</b> Can compare possible choices and consequences for actions and choose different personal ways to behave using the traffic light system.</p>		
<b>Ten: Ten</b>	Learning about British Values.	<p>Rights &amp; responsibilities (TEN-TEN PLUS)</p> <ul style="list-style-type: none"> <li>· It is our responsibility to follow the rules at home, school and in our country.</li> <li>· Some of our rules and laws are based on our rights.</li> <li>· Rights protect us and ensure everyone is treated equally.</li> <li>· Rules and rights are based on our values as a community.</li> <li>· Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God.</li> </ul>	<p>Y4 – Know that some behaviour is unacceptable</p> <p>Learning about British Values.</p>

<p><b>E-Safety</b></p>	<p>I can explain simple guidance for using technology in different environments.</p> <p>I can explain how passwords can be used to protect information.</p> <p>I can explain and give examples of what is meant by private and keeping things private.</p>	<p><b><u>Health, Well-being &amp; Lifestyle</u></b></p> <ul style="list-style-type: none"> <li>- I can explain why spending too much time using technology can sometimes have a negative impact on anyone.</li> </ul> <p><b><u>Privacy &amp; Security</u></b></p> <ul style="list-style-type: none"> <li>- I can describe simple strategies for creating and keeping passwords private.</li> <li>- I can give reasons why someone should only share information with people they choose to and can trust.</li> <li>- I can describe how connected devices can collect and share anyone's information with others.</li> </ul>	<p>To learn about how to identify times or situations when someone may need to limit the amount of time they use technology.</p> <p>I will learn that internet use is never fully private.</p> <p>I will learn the digital age of consent.</p>
<p><b>Vocabulary</b></p>	<p>Technology, negative, password, private, share, trust, connected devices</p>		
<p><b>Mission Advocate SJA</b></p>	<p><i>How can we promote the dignity of asylum seekers to our country?</i></p>		

**Year 3 Summer 2: Living in the wider world**

**Duration: ½ term**

**Big Idea: Created to live in the Community**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Ask how</b>  <b>Aims:</b> To develop the use of empowering questions to create a solution thinking around challenges.  <b>Objectives:</b> Can identify limiting self-talk such as I can't and compare creative responses when asking how.</p>		
<b>Ten: Ten</b>	<p>I understand that we are part of a global community, living with one another.</p>	<ul style="list-style-type: none"> <li>- I understand that God wants His church to love and care for others.</li> <li>- I know how to love and care for others.</li> </ul>	<p>To learn the human family reflects the Holy Trinity in mutual charity and generosity.</p> <p>To know that God wants his church to love and care for others.</p>



<b>E-Safety</b>	<p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>	<p><b><u>Copyright &amp; Ownership</u></b></p> <ul style="list-style-type: none"> <li>- I can explain why copying someone else's work from the internet without permission isn't fair, and can explain what problems this might cause.</li> </ul>	<p>To learn simple examples of content which I must not use without permission from the owner.</p>
<b>Vocabulary</b>	<p>God, church, love, care, copying, permission</p>		
<b>Mission Advocate SJA</b>	<p><i>How do I show love and care for the people around me?</i></p>		

**Year 4 Autumn 1: Online Safety**

**Duration: ½ term**

**Big Idea: Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Super states</b>  <b>Aim:</b> To develop emotional management skills and choices around body language signals.  <b>Objectives:</b> Can identify changes in body language. Can compare how different thoughts affect body language and feelings and apply this.</p>		
<b>E-Safety</b>	<p>I can explain what is meant by identity.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can describe ways people who have similar like and interests can get together online.</p>	<p><b><u>Self-Image &amp; Identity</u></b></p> <ul style="list-style-type: none"> <li>- I can explain how my online identity can be different to my offline identity.</li> <li>- I can explain that others online can pretend to be someone else, including my friends.</li> </ul> <p><b><u>Online Relationships</u></b></p> <ul style="list-style-type: none"> <li>- I can describe strategies for safe and fun experiences in a range of online social environments.</li> <li>- I can give examples of how to be respectful of others online.</li> </ul>	<p>To be able to explain how identity online can be copied, modified or altered.</p> <p>To learn how to support others online.</p>
<b>Vocabulary</b>	<p>Online, identify, pretend, safe, social environment, respect</p>		

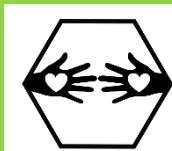
**Mission  
Advocate  
SJA**

*How can I use my values to help me act responsibly online?*

**Year 4 Autumn 2: Religious Understanding**

**Duration: ½ term**

**Big Idea: Created and Loved by God**



	<b>Prior Knowledge</b>	<b>New Knowledge to be explicitly taught (Including 3 Keys)</b>	<b>Future Knowledge How knowledge will be built upon</b>
<b>Trick Box</b>	<p><b>Break through</b>  <b>Aims:</b> To create a resilient mindset able to manage persistent limiting thoughts.  <b>Objectives:</b> Can recognise unhelpful thoughts and manage these through a visualisation technique.</p>		
<b>Ten: Ten</b>	<p>I understand that we are designed in God's image and likeness.</p>	<ul style="list-style-type: none"> <li>- To understand that we are designed for a purpose and created in God's own image and likeness.</li> </ul>	<p>To know we are created by God who cares for us and who wants us to put our faith in Him.</p>
<b>E-Safety</b>	<p>I can explain how to search for information about others online.</p> <p>I can explain who someone could ask if they are unsure about putting something online.</p>	<p><b><u>Online Reputation</u></b></p> <ul style="list-style-type: none"> <li>- I can describe how to find out information about others by searching online.</li> <li>- I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</li> </ul>	<p>To learn how to search and summarise information about others.</p> <p>To know how online information can</p>

	<p>I can describe inappropriate ways to behave towards others online.</p>	<p><b><u>Online Bullying</u></b></p> <ul style="list-style-type: none"> <li>- I can recognise when someone is upset, hurt or angry online.</li> <li>- I can describe ways people could be bullied through a range of media.</li> </ul> <p><b><u>Managing Online Information</u></b></p> <ul style="list-style-type: none"> <li>- I can explain why lots of people sharing the same opinions or beliefs online, do not make those opinions or beliefs true.</li> </ul>	<p>be used to make judgements about others.</p> <p>To learn how to block abusive users.</p> <p>To learn when and why it is important to be skeptical.</p>
<b>Vocabulary</b>	<p>God, image, likeness, purpose, online, search, copy, bullying, media, opinion</p>		
<b>Mission Advocate SJA</b>	<p><i>How can I be resilient when things are hard?</i></p>		

**Year 4 Spring 1: Me, My Body, My Health**

**Duration: ½ term**

**Big Idea: Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Brilliant beliefs</b>  <b>Aim:</b> To develop a resilient mindset based on positive self-beliefs  <b>Objectives:</b> Can identify and list positive personal attributes and take opportunities to add to this list.</p>		
<b>Ten: Ten</b>	<p>I know that every human life is precious from the beginning of life to natural death.</p> <p>I understand the effects of drugs, alcohol and tobacco.</p> <p>I understand the different types of abuse, including abuse of 'private parts.'</p>	<ul style="list-style-type: none"> <li>- To know that there are differences and similarities between people as they grow and make choices.</li> <li>- To know the need to respect and look after our bodies as they are gifts from God.</li> <li>- To learn what the term puberty means and when to expect it to take place.</li> <li>- To learn what changes will happen to boys and girls during puberty.</li> </ul>	<p>Y6 – Learn about the changes in the bodies of girls and boys.</p> <p>To learn about spoken and unspoken pressure.</p> <p>To understand the terms consent and bodily autonomy.</p>

<b>E-Safety</b>	<p>I can use keywords in search engines.</p> <p>I can explain what autocomplete means.</p> <p>I can explain how the internet can be used to buy and sell things.</p>	<p><b><u>Managing Online Information</u></b></p> <ul style="list-style-type: none"> <li>- I can explain that technology can be designed to act like or impersonate living things.</li> </ul>	<p>To learn how fake news can affect someone's emotions and behaviours.</p> <p>To explain what a 'hoax' is.</p>
<b>Vocabulary</b>	<p>Differences, similarities, choice, respect, gift, puberty, change, impersonate</p>		
<b>Mission Advocate SJA</b>	<p><i>How do I ensure that I treat my body as a gift from God?</i></p>		

**Year 4 Spring 2: Emotional Wellbeing**

**Duration: ½ term**

**Big Idea: Created to Live in Community**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Super states</b>  <b>Aim:</b> To develop emotional management skills and choices around body language signals.  <b>Objectives:</b> Can identify changes in body language. Can compare how different thoughts affect body language and feelings and apply this.</p>		
<b>Ten: Ten</b>	<p>I know that relationships take time and effort to sustain.</p> <p>I know that bad behaviour and language is inappropriate.</p>	<ul style="list-style-type: none"> <li>- To know that emotions change as we grow up.</li> <li>- To know that feelings are neither good or bad, but information about what we are experiencing.</li> <li>- To know what emotional well-being means.</li> <li>- To recognise that images in the media do not always reflect reality.</li> <li>- To know that some behaviour is wrong, unacceptable, unhealthy or risky.</li> </ul>	<p>To learn about how thoughts and feelings impact on actions.</p>

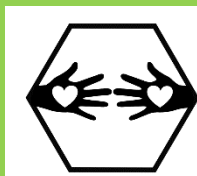


<b>E-Safety</b>	I can explain why spending too much time using technology can sometimes have a negative impact on anyone.	<u><b>Health, Well-being &amp; Lifestyle</b></u> <ul style="list-style-type: none"> <li>- I can explain how using technology can be a distraction from other things in both a positive and negative way.</li> <li>- I can identify times or situations when someone may need to limit the amount of time they use technology.</li> </ul>	To describe some strategies, tips or advice to promote health and well-being with regards to technology.
<b>Vocabulary</b>	Emotions, media, unacceptable behavior, reality, distraction, positive, negative, limit		
<b>Mission Advocate SJA</b>	<i>Why should I check on the emotional wellbeing of others?</i>		

**Year 4 Summer 1: Life Cycles**

**Duration: ½ term**

**Big Idea: Created and Loved by God**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Break through</b>  <b>Aims:</b> To create a resilient mindset able to manage persistent limiting thoughts.  <b>Objectives:</b> Can recognise unhelpful thoughts and manage these through a visualisation technique.</p>		
<b>Ten: Ten</b>	<p>I know that every human life is precious from the beginning of life to natural death.</p> <p>I know the Sacraments of Baptism and Reconciliation.</p>	<ul style="list-style-type: none"> <li>- To know how a baby grows and develops in its mother's womb.</li> <li>- To know how conception and life in the womb fits into the cycle of life.</li> <li>- To understand what death means.</li> <li>- To learn about some feelings often connected with grief.</li> <li>- To know what the Christian faith says about death and eternal life.</li> </ul>	<p>Y6 – To learn how a baby develops in a womb.</p> <p>To further explore death and grief.</p>

<p><b>E-Safety</b></p> <p><b>First Aid</b></p>	<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only share information with people they choose to and trust.</p>	<p><b><u>Privacy &amp; Security</u></b></p> <ul style="list-style-type: none"> <li>- I can describe strategies for keeping personal information private.</li> <li>- I can explain that internet use is never fully private and is monitored.</li> <li>- I know what the digital age of consent is, and the impact that this has on online services asking for consent.</li> </ul>	<p>To learn what a strong password is and demonstrate how to create one.</p> <p>To learn about app permissions and give examples.</p>
<p><b>Vocabulary</b></p>	<p>Baby, womb, conception, cycle of life, death, grief, private, monitored, digital age of consent</p>		
<p><b>Mission Advocate SJA</b></p>	<p><i>Why are new lives a gift from God?</i></p>		

**Year 4 Summer 2: Religious understanding & Living in the Wider World**      **Duration: ½ term**

**Big Idea: Created to Live in Community**



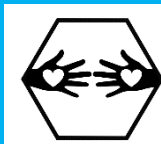
	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Brilliant beliefs</b>  <b>Aim:</b> To develop a resilient mindset based on positive self-beliefs  <b>Objectives:</b> Can identify and list positive personal attributes and take opportunities to add to this list.</p>		
<b>Ten: Ten</b>	<p>To know that God is love: the Father, the Son and the Holy Spirit.</p> <p>I know that God wants His church to love and care for others.</p>	<ul style="list-style-type: none"> <li>- To know that God is love as shown by the Holy Trinity.</li> <li>- To know that the human family reflects the Holy Trinity in mutual charity and generosity.</li> <li>- To know that the church family comprises of home, school and parish.</li> <li>- To know that God wants his church to love and care for others.</li> </ul>	<p>To know the Holy Spirit works through us to share God’s love and goodness with others.</p> <p>To understand and use the principles of Catholic Social Teaching.</p>

<b>E-Safety</b>	I can explain why copying someone else's work from the internet without permission isn't fair, and can explain what problems this might cause.	<u><b>Copyright and Ownership</b></u> <ul style="list-style-type: none"> <li>- When searching on the internet for content to use, I can explain why I need to consider who owns it.</li> <li>- I can give simple examples of content which I must not use without permission from the owner.</li> </ul>	To learn about and give examples of content that is permitted to be re-used and know how this content can be found online.
<b>Vocabulary</b>	God, Holy Trinity, mutual charity, generosity, home, school, parish, content, owner, permission		
<b>Mission Advocate SJA</b>	<i>How do we love and care for others? Is it always easy?</i>		

**Year 5 Autumn 1: Created and loved by God**

**Duration: ½ term**

**Big Idea: Created and Loved by God**



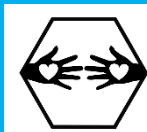
	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Super stretch</b>  <b>Aims:</b> To create independent thinking around personal challenges and the self-knowledge to choose how to manage these.  <b>Objectives:</b> Can choose personal challenge to stretch comfort zone and identify the tricks which can help them to accomplish this.</p>		
<p><b>E-Safety</b>  <b>First Aid</b></p>	<p>I can explain how online and offline identities can be different.</p> <p>I can describe strategies for safe and fun experiences in a range of online social environments.</p>	<p><b><u>Self-Image &amp; Identity</u></b></p> <ul style="list-style-type: none"> <li>- I can explain how identity online can be copied, modified or altered.</li> <li>- I can demonstrate how to make responsible choices about having an online identity, depending on context.</li> </ul> <p><b><u>Online Relationships</u></b></p> <ul style="list-style-type: none"> <li>- I can give examples of technology-specific forms of communication. (Eg: emojis, memes and GIFs).</li> <li>- I can demonstrate how to support others (including those who are having difficulties) online.</li> </ul>	<p>To be able to identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups.</p> <p>To learn about the importance of asking until I get the help needed.</p>

			To explain how things shared privately online can have unintended consequences of others.
<b>Vocabulary</b>	Modified, altered, online identity, communication, emoji, memes GIF		
<b>Mission Advocate SJA</b>	<i>Why and how could we support others when they are facing difficulties?</i>		

**Year 5 Autumn 2: Religious Understanding**

**Duration: ½ term**

**Big Idea: Created and Loved by God**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Calm thumb</b>  <b>Aim:</b> To develop the use of a stimulus response anchor to create calm states and reduce anxiety responses  <b>Objectives:</b> Can identify tricks to create a relaxed body and mind. Can use relaxation trick and rub the thumb to train the anchor.</p>		
<b>Ten: Ten</b>	<p>Understand that we are designed for a purpose and created in God's own image and likeness.</p>	<ul style="list-style-type: none"> <li>- To know that you are created by God who cares for us and who wants us to put our faith in him.</li> <li>- To study the story of Zacchaeus conversion and explore ways in which they can hear God's call.</li> </ul>	<p>To learn that there are similarities and differences between people as they grow and mature.</p> <p>To learn about the physical changes that take place during puberty.</p>



<p><b>E-Safety</b></p>	<p>I can describe how to use a search engine to find out information about others.</p> <p>I know ways that information could have been created, copied or shared by others.</p> <p>I can recognize when someone is upset, hurt or angry online.</p>	<p><b><u>Online Reputation</u></b></p> <ul style="list-style-type: none"> <li>- I can search for information about an individual online, and summarise the information found.</li> <li>- I can describe ways that information about anyone online can be used by others to make judgements about an individual.</li> </ul> <p><b><u>Online Bullying</u></b></p> <ul style="list-style-type: none"> <li>- I can explain how to block abusive users.</li> <li>- I can explain how anyone can get help if they are being bullied online and can identify when to tell a trusted adult.</li> </ul>	<p>To learn how to develop a positive online reputation.</p> <p>To explain strategies to protect a digital personality and online reputation.</p> <p>I can explain how someone would report online bullying in different contexts.</p>
<p><b>Vocabulary</b></p>	<p>Created, conversion, call, search, summarise, judgement, block, abusive</p>		
<p><b>Mission Advocate SJA</b></p>	<p><i>How does God care for us?</i></p>		

**Year 5 Spring 1: Personal Relationships**

**Duration: ½ term**

**Big Idea: Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Marvellous me</b>  <b>Aim:</b> To create independent self-appraisal and self approval abilities and develop a confident mindset.  <b>Objectives:</b> Can identify examples of praise and discuss the advantages of self-praise and the ability to self-motivate.</p>		
<b>Ten: Ten</b>	<p>To know the need for respect and look after our bodies as a gift from God.</p> <p>To learn what the term puberty means and when to expect it to take place.</p> <p>To learn what changes will happen to boys and girls during puberty.</p>	<p>To understand about spoken and unspoken pressure.</p> <ul style="list-style-type: none"> <li>- To understand the terms consent and bodily autonomy.</li> <li>- To learn about how thoughts and feelings impact on actions.</li> </ul>	<p>To recognise that images in the media don't always reflect reality.</p> <p>To learn ways to build resilience.</p> <p>To understand how to manage feelings that appear uncontrollable.</p>

<p><b>E-Safety</b></p>	<p>I can explain why lots of people sharing the same opinions or beliefs online do not make these true.</p> <p>I can explain how using technology can be a distraction from other things in both a positive and negative way.</p>	<p><u><b>Managing Online Information</b></u></p> <ul style="list-style-type: none"> <li>- I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be sceptical.</li> <li>- I can describe how fake news can affect someone's emotions and behaviours.</li> <li>- I can explain what is meant by a 'hoax'.</li> </ul> <p><u><b>Health, Well-being &amp; Lifestyle</b></u></p> <ul style="list-style-type: none"> <li>- I can describe ways technology can affect health and well-being,</li> </ul>	<p>To learn how to use search technologies effectively.</p> <p>To learn how to describe that some online information can be opinion.</p> <p>To learn how to recognise the features of a persuasive design and how they are used to keep users engaged.</p>
<p><b>Vocabulary</b></p>	<p>Spoken and unspoken pressure, consent, bodily autonomy, skeptical, fake news, hoax</p>		
<p><b>Mission Advocate SJA</b></p>	<p><i>How can I 'Be Brave' when managing my own online actions?</i></p>		

**Year 5 Spring 2: Keeping Safe**

**Duration: ½ term**

**Big Idea: Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Super stretch</b>  <b>Aims:</b> To create independent thinking around personal challenges and the self-knowledge to choose how to manage these.  <b>Objectives:</b> Can choose personal challenge to stretch comfort zone and identify the tricks which can help them to accomplish this.</p>		
<b>Ten: Ten</b>	<p>To know that images in the media do not always reflect reality.</p> <p>To know that some behaviour is risky or wrong.</p>	<ul style="list-style-type: none"> <li>- To make safe and sensible decisions about what to share online.</li> <li>- To be able to chat safely online and understand about cyberbullying.</li> <li>- To understand the different types of abuse.</li> <li>- To know the effect that a range of substances including drugs, alcohol and tobacco can have on the body.</li> <li>- To know that as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco. Learn that they are entitled to say 'no.'</li> </ul>	<p>To learn about the differences between harmful and harmless videos online.</p> <p>To develop strategies to deal with inappropriate images online.</p>

<b>E-Safety</b>	I can identify times or situations when someone may need to limit the amount of time they use technology.	<u><b>Health, Well-being &amp; Lifestyle</b></u> <ul style="list-style-type: none"> <li>- I can describe some strategies, tips or advice to promote health and well-being with regards to technology.</li> </ul>	To learn how to recognise the features of a persuasive design and how they are used to keep users engaged.
<b>Vocabulary</b>	Safe, sensible, cyberbullying, abuse, drugs, alcohol, tobacco		
<b>Mission Advocate SJA</b>	<i>Why should we look after our bodies?</i>		

**Year 5 Summer 1: Keeping Safe**

**Duration: ½ term**

**Big Idea: Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Calm thumb</b>  <b>Aim:</b> To develop the use of a stimulus response anchor to create calm states and reduce anxiety responses  <b>Objectives:</b> Can identify tricks to create a relaxed body and mind. Can use relaxation trick and rub the thumb to train the anchor.</p>		
<b>Ten: Ten</b>	First Aid – Head injuries	<ul style="list-style-type: none"> <li>- To know that the recovery position can be used when someone is unconscious but breathing.</li> <li>- To understand how to get someone into the recovery position.</li> </ul>	Y6 AUT – Choking and life support (First Aid)
<b>E-Safety</b> <b>First Aid</b>	<p>I can explain that internet use is never fully private and is monitored.</p> <p>I know what the digital age of consent is.</p> <p>When searching the internet for content to use, I can explain why</p>	<p><b><u>Privacy &amp; Security</u></b></p> <ul style="list-style-type: none"> <li>- I can explain what a strong password is and demonstrate how to create one.</li> <li>- I can explain what app permissions are and give some examples.</li> </ul> <p><b><u>Copyright &amp; Ownership</u></b></p> <ul style="list-style-type: none"> <li>- I can assess and justify when it is acceptable to use the work of others.</li> </ul>	<p>To learn what to do is a password is lost, shared or stolen.</p> <p>To be able to describe simple ways to increase</p>

	I need to consider who owns it.		privacy on apps.
<b>Vocabulary</b>	Recovery position, unconscious, password, app permission, justify		
<b>Mission Advocate SJA</b>	<i>Why should we look after our minds?</i>		

**Year 5 Summer 2: Religious Understanding & Living in the Wider World Duration: ½ term**

**Big Idea: Created to Live in Community**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>Marvellous me</b>  <b>Aim:</b> To create independent self-appraisal and self-approval abilities and develop a confident mindset.  <b>Objectives:</b> Can identify examples of praise and discuss the advantages of self-praise and the ability to self-motivate.</p>		
<b>Ten: Ten</b>	<p>To know that the human family reflects the Holy Trinity in mutual charity and generosity.</p> <p>To know that God wants his church to love and care for others.</p>	<ul style="list-style-type: none"> <li>- To know the Holy Spirit works through us to share God’s love and goodness with others.</li> <li>- To understand the principles of Catholic Social teaching</li> <li>- To use Catholic Social teaching to reach out to others – finding ways to spread God’s love in their community.</li> </ul>	<p>To learn and understand how the Holy Trinity can work through us.</p> <p>To apply Catholic Social Teaching by reaching out to the wider community.</p>



<b>E-Safety</b>  <b>First Aid</b>	I can give simple examples of content which I must not use without permission from the owner.	<u><b>Copyright &amp; Ownership</b></u> - I can give examples of content that is permitted to be re-used and know how this content can be found online.	To demonstrate the use of search tools to find and access online content which can be re-used by others.
<b>Vocabulary</b>	Holy Spirit, Catholic Social Teaching, community, copyright, content, owner		
<b>Mission Advocate SJA</b>	<p style="text-align: center;"><i>How can I use the principles of Catholic Social Teaching to reach out to others?</i></p>		

**Year 6 Autumn 1: Online Safety**

**Duration: ½ term**

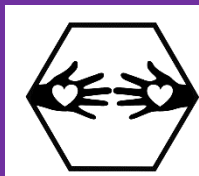
**Big Idea: Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>DIFFERENT SUM</b>  <b>Aims:</b> To develop a resilient and creative mindset around challenge.  <b>Objectives:</b> Can evaluate a sum and discuss how the answer can only be different if the sum is changed. Can identify personal scenarios where doing something in a new way could reap positive rewards.</p>		
<b>E-Safety</b>	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p><b>Self-Image &amp; Identity</b></p> <ul style="list-style-type: none"> <li>- I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups.</li> <li>- I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened.</li> <li>- I can explain the importance of asking until I get the help needed.</li> </ul>	<p>Y6 SUM – Prejudice and bullying</p>
<b>Vocabulary</b>	<p>Gender, race, religion, disability, culture</p>		
<b>Mission Advocate SJA</b>	<p><i>Why should we show respect to everyone regardless of gender, race, religion, disability and culture?</i></p>		

**Year 6 Autumn 2: Religious understanding & Me, My Body, My Health Duration: ½ term**

**Big Idea: Created and Loved by God**



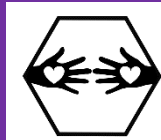
	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>1, 2, 3 MAGIC</b>  <b>Aims:</b> To develop personal strategies to manage anxiety and worry.  <b>Objectives:</b> Can identify the location of a ‘worrying thought’ in the head and ‘stick’ the worry to a finger whilst moving it away to relieve pressure.</p>		
<b>Ten: Ten</b>	<p>To understand the terms consent and bodily autonomy.</p> <p>To learn about changes in puberty and when to expect them. (Y4)</p>	<ul style="list-style-type: none"> <li>- To know similarities and differences between people arise as they grow and mature.</li> <li>- There are many different types of family setup.</li> <li>- To know that human beings are different to other animals.</li> <li>- To understand the physical changes that take place during puberty for boys and girls.</li> <li>- To make good choices with sleep, rest, exercise and hygiene.</li> </ul>	<p>Y6 SUM –                      Periods and sexual intercourse.</p>

<b>E-Safety</b>	I can give examples of technology-specific forms of communication.	<u><b>Online Relationships</b></u> <ul style="list-style-type: none"> <li>- I can explain how sharing something online may have an impact either positively or negatively.</li> <li>- I can describe how things shared privately online can have unintended consequences for others.</li> </ul>	Y6 SPR – Online reputation
<b>Vocabulary</b>	Mature, family puberty, hygiene, privately, positive, negative		
<b>Mission Advocate SJA</b>	<i>How can I show kindness to others with a worry?</i>		

**Year 6 Spring 1: Emotional Wellbeing**

**Duration: ½ term**

**Big Idea: Created and Loved by God**



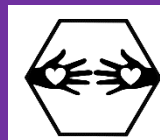
	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>GREAT GOALS</b></p> <p><b>Aims:</b> To develop mental rehearsal skills for the successful achievement of personal goals.</p> <p><b>Objectives:</b> Can identify a personal goal and list 3 steps towards it. Can visualise taking each step to successfully reach the goal.</p>		
<b>Ten: Ten</b>	<p>To understand about spoken and unspoken pressure.</p> <p>To learn how thoughts and feelings impact on actions.</p> <p>To make safe and sensible decisions about what to share online.</p>	<ul style="list-style-type: none"> <li>- To recognise that images in the media do not always reflect reality.</li> <li>- To know the difference between harmful and harmless videos online.</li> <li>- To explore ways to build resilience.</li> <li>- To explore how to behave and react appropriately to feelings.</li> <li>- To understand how to manage feelings that appear uncontrollable.</li> <li>- To develop strategies to deal with inappropriate images online.</li> </ul>	KS3

<b>E-Safety</b>	I can describe ways that information about anyone online can be used by others to make judgments about an individual.	<u><b>Online Reputation</b></u> <ul style="list-style-type: none"> <li>- I can explain the ways anyone can develop a positive online reputation.</li> <li>- I can explain strategies anyone can use to protect their digital personality and online reputations.</li> </ul>	Y6 SUM – Privacy and password retrieval.
<b>Vocabulary</b>	Media, harmful, harmless, resilience, strategies, positive online reputation, digital personality		
<b>Mission Advocate SJA</b>	<i>What strategies can use when I don't feel safe online?</i>		

Year 6 Spring 2: Life Cycles

Duration: ½ term

Big Idea: Created and Loved by God



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>DIFFERENT SUM</b></p> <p><b>Aims:</b> To develop a resilient and creative mindset around challenge.</p> <p><b>Objectives:</b> Can evaluate a sum and discuss how the answer can only be different if the sum is changed. Can identify personal scenarios where doing something in a new way could reap positive rewards.</p>		
<b>Ten: Ten</b>	<p>Y4 – To know how a baby grows and develops in their mother’s womb.</p> <p>To know how conception and life in the womb fits into the cycle of life.</p>	<ul style="list-style-type: none"> <li>- To understand how a baby develops in a womb.</li> <li>- To understand the facts of sexual intercourse.</li> <li>- To know how girls manage their periods.</li> <li>- To explore death and grief.</li> </ul>	KS3

<b>E-Safety</b>	<p>I can explain how to block abusive users.</p> <p>I can explain how anyone can get help if they are being bullied online and can identify when to tell a trusted adult.</p>	<p><b><u>Online Bullying</u></b></p> <ul style="list-style-type: none"> <li>- I can explain how someone would report online bullying in different contexts.</li> </ul>	<p>Y6 SUM1 – Learning about bullying and prejudice.</p>
<b>Vocabulary</b>	<p>Baby, womb, sexual intercourse, periods, death, grief, bullying</p>		
<b>Mission Advocate SJA</b>	<p><i>How can we approach challenge positively?</i></p>		



**Year 6 Summer 1: Personal Relationships & Living in the Wider Worlds Duration: ½ term**

**Big Idea: Created to Love Others**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>1, 2, 3 MAGIC</b>  <b>Aims:</b> To develop personal strategies to manage anxiety and worry.  <b>Objectives:</b> Can identify the location of a ‘worrying thought’ in the head and ‘stick’ the worry to a finger whilst moving it away to relieve pressure.</p>		
<b>Ten: Ten</b>	<p>To be able to chat safely online and understand about cyberbullying.</p> <p>To understand the different types of abusive.</p>	<ul style="list-style-type: none"> <li>- To understand what bullying, prejudice and discrimination is.</li> </ul> <p><u>TEN TEN PLUS – MONEY</u></p> <ul style="list-style-type: none"> <li>- To know there are a wide variety of payment options.</li> <li>- To know the importance of budgeting and tracking spending and saving.</li> <li>- To know the hierarchy of needs and other influences on spending choices.</li> <li>- To know that some people have more money than others.</li> <li>- To know God asks us to be good stewards of our money and resources.</li> </ul>	KS3

<p><b>E-Safety</b></p> <p><b>First Aid</b></p>	<p>I can explain what is meant by being sceptical.</p> <p>I can explain what is meant by 'fake news' and 'hoax.'</p> <p>I can describe some strategies, tips or advice to promote a healthy use of technology.</p>	<p><b><u>Managing Online Information</u></b></p> <ul style="list-style-type: none"> <li>- I can explain how to use search technologies effectively.</li> <li>- I can describe how some online information can be opinion and offer examples.</li> </ul> <p><b><u>Health, Well-Being &amp; Lifestyle</u></b></p> <ul style="list-style-type: none"> <li>- I can recognise features of persuasive design and how they are used to keep users engaged.</li> </ul>	<p>Y6 SUM2 – Privacy and security. Retrieving lost passwords.</p>
<p><b>Vocabulary</b></p>	<p>Bullying, prejudice, discrimination, search technologies, persuasive design</p>		
<p><b>Mission Advocate SJA</b></p>	<p><i>How can we be good stewards of our money and resources? What actions can we take?</i></p>		

**Year 6 Summer 2: Religious Understanding & Living in the Wider World Duration: ½ term**

**Big Idea: Created to Live in Community**



	Prior Knowledge	New Knowledge to be explicitly taught (Including 3 Keys)	Future Knowledge How knowledge will be built upon
<b>Trick Box</b>	<p><b>GREAT GOALS</b>  <b>Aims:</b> To develop mental rehearsal skills for the successful achievement of personal goals.  <b>Objectives:</b> Can identify a personal goal and list 3 steps towards it. Can visualise taking each step to successfully reach the goal.</p>		
<b>Ten: Ten</b>	<p>To know the Holy Spirit works through us to share God’s love and goodness with others.</p> <p>To understand the principles of Catholic Social Teaching.</p>	<ul style="list-style-type: none"> <li>- To understand how the Holy Trinity can work through us.</li> <li>- To develop an understanding of Catholic Social teaching and know that God formed them out of love, to know and share his love with others.</li> <li>- To apply Catholic Social teaching by reaching out to the wider community.</li> </ul>	KS3

<p><b>E-Safety</b></p>	<p>I can explain what makes a strong password and demonstrate how to create one.</p> <p>I can explain what app permissions are and give examples.</p> <p>I can assess and justify when it is acceptable to use the work of others.</p>	<p><b><u>Privacy &amp; Security</u></b></p> <ul style="list-style-type: none"> <li>- I can explain what to do if a password is shared, lost or stolen.</li> <li>- I can describe simple ways to increase privacy on apps and services that provide privacy settings.</li> </ul> <p><b><u>Copyright &amp; Ownership</u></b></p> <ul style="list-style-type: none"> <li>- I can demonstrate the use of search tools to find and access online content which can be re-used by others.</li> </ul>	<p>KS3</p>
<p><b>Vocabulary</b></p>	<p>Holy Trinity, Catholic Social Teaching, password, privacy, app, search tool</p>		
<p><b>Mission Advocate SJA</b></p>	<p><i>How can we share God's love with others?</i></p>		