

St John's Catholic Primary School Relationship & Sex Education Curriculum Overview

Curriculum Intent

At St John's Catholic Primary School, we provide our pupils with a rich, varied and balanced curriculum in a safe, caring and nurturing environment which is underpinned by our Mission Statement: 'In God's love we shine together.' Our curriculum gives children the opportunity to develop spiritually, morally, socially and culturally and to celebrate and rejoice in their faith and experiences.

Every child is recognised as an individual with their own strengths, interests and talents. We celebrate and welcome uniqueness and diversity and show respect for ourSHElves and others. Through our broad curriculum, we employ a climate of high aspiration and challenge where children are encouraged to develop their inter-personal and collaborative learning skills as well as their own independence as learners. We build character by creating opportunities for children to try new things, problem solve and develop resilience through varied, challenging learning opportunities where they can experience first-hand the joy of discovery. Children are encouraged to listen to others and to be critical, creative thinkers. We celebrate local traditions, learning and developing new skills to enable the children to take an active role in events throughout the year whilst developing a sense of belonging to their community. We develop a clear understanding of our environmental responsibility and the need to preserve the precious world we live in.

Through our curriculum, we create a happy, enjoyable learning culture where children develop a love of learning, a thirst for knowledge and are equipped with the skills to become lifelong learners.

Subject Intent

As a school, we have adopted the "A Journey in Love" programme to support the delivery of Relationship and Sex Education. The foundational premise of this programme is one that believes we are made in the image and likeness of God. Throughout the year, children will consider the following aspects of love; physical, social, emotional, intellectual and spiritual. This will enable them to grow and develop healthily and holistically towards an understanding of their gender and its implications for successful relationships; they must be at ease with themselves and grow in self-knowledge. RSHE will work alongside Religious Education lessons under Liverpool Archdiocese guidance and in conjunction with SMSC.

<i>Classes</i>	<i>CYCLE A Learning Objectives</i>	<i>CYCLE B Learning Objectives</i>
Class 1 (YR)	Children know and understand that God has made them unique and that although we are different we are all special to him.	
Class 2 (Y1-2)	<u>Y1 Cycle</u> Children know and understand that they are growing and developing as members of their own family and God's Family.	<u>Y2 Cycle</u> Children know and understand that they are growing and developing in a God given community and are developing an awareness that belonging to their family is their first experience of a community of love.
Class 3 (Y3-4)	<u>Y3 Cycle</u> Children know and understand the virtues essential to friendship e.g. loyalty, responsibility... and experience the importance of both forgiving and being forgiven and of celebrating God's forgiveness.	<u>Y4 Cycle</u> Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.
Class 4 (Y5-6)	<u>Y5 Cycle</u> Children know and become aware of the physical and emotional changes that accompany puberty - sensitivity, mood swings, anger, boredom etc and grow further in their understanding of God's presence in their daily lives.	<u>Y6 Cycle</u> Children develop in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God

St John's Catholic Primary School		RSHE Yearly overview				
	Theme	Autumn 1 Physical	Autumn 2 Social	Spring 1 Emotional	Spring 2 Intellectual	Summer 1 Spiritual
Reception	God loves each of us in our uniqueness Children know and understand that God has made unique and that although we are all different we are all special to him <i>Key Vocabulary: God, unique, different, special, hair, boy/girl, hands, fingers, name, family love, womb, describe</i>	Does it matter if we are different? How are we different?	Who do I play with? Why does X play with me? Favourite games	How do you feel about your friends? Do you have other friends at home? Why do you play with them?	Is it important to have friends? Describe a good friend Is Jesus our friend?	Jesus makes children welcome -scripture. Who is the mother of Jesus? Jesus grew for nine months in Mary's womb.
Year 1	We meet God's love in our family Children know and understand that they are growing and developing as members of their own family and God's Family. <i>Key Vocabulary: unique, friend, God, important, different, special</i>	Who is in my family? Do you have babies in your family? Discuss differences and how babies change and grow.	Share their own growth and development.	What are the happiest moments in your family?	What are the saddest moments? How is love shown in your family? Why do we need to grow up in families?	We are members of God's family? How were we born into God's family? What special titles do we give to God as members of His family?
Year 2	We meet God's love in the community Children know and understand that they are growing and developing in a God given community and are developing an awareness that belonging to their family is their first experience of a community of love. <i>Key Vocabulary: God, belonging, community, family, father/mother, carer/guardian, feelings, emotions</i>	Do you belong to a community? How do you belong to a community?	Is belonging to a community important? What do we receive/give?	How does a community help us to develop our feelings and emotions? Are we always happy in our community?	Could people feel alone even though they belong to a community? What are the advantages of being on your own?	If God is called 'Our Father' what does that make us? As children of God how should we treat each other?
Year 3	How we live in love Children know and understand the virtues essential to friendship e.g. loyalty, responsibility... and experience the importance of both forgiving and being forgiven and of celebrating God's forgiveness. <i>Key Vocabulary: personal privacy, personal space</i>	Who takes care of me? How do I look after myself? How am I changing?	How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others?	How do you feel when a friend is not there for you? ...you are not there for them? How can you be a more supportive friend?	Can you recognise the difference between being alone and being lonely?	How can I forgive and include others?
Year 4	God loves us in our differences Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change. <i>Key Vocabulary: God, gifts, talents, differences, development, change, male and female body parts, conflict, appreciate, celebrate, achievement</i>	Continue to recognise that all children grow and develop at different rates. Name male and female body parts and various functions. Development of baby in womb.	How do I learn to accept and celebrate who I am? How do I deal with difference and manage conflict?	How do I appreciate my own gifts, talents, achievements and all that makes me unique, and those of others? How do I deal with the natural, negative emotions that present themselves?	Can I identify and understand my feelings? How do I deal with feelings?	Love in scripture.
Year 5	God loves me in my changing and development Children know and become aware of the physical and emotional changes that accompany puberty - sensitivity, mood swings, anger, boredom etc and grow further in their understanding of God's presence in their daily lives. <i>Key Vocabulary: God, sensitivity, puberty, presence, celebrate, external, internal, change, develop, ovulation</i>	<i>Physical</i> Identify and celebrate changes since birth and the external/internal changes which happen in puberty. Recognise that these changes are a natural part of human growth and that physical change means the ability to become a parent. The purpose of the menstrual cycle is to prepare the female body for reproduction. Discuss menstruation and ovulation. <i>Social and Emotional</i> Recognise and reflect on social and emotional changes as we grow up. Reflect on ways to become more sensitive to the emotional development of ourselves and others. <i>Spiritual</i> Share understanding and celebrate the wonder of change				
Year 6	The wonder of God's love in creating new life Children develop in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God <i>Key Vocabulary: God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, marriage, fiancé, fiancée</i>	Conception of human life, looking at illustrations of reproductive organs. Sexual intercourse as a joyful expression of love. Facts: penis is placed in vagina and releases sperm which swims to the uterus and into the fallopian tubes. Growth of baby.	Recognise signs of love expressed by those around us. Reflect on the different degrees of friendship which exist.	Developing relationships, love and commitment		God created the natural process by which new life is brought into the world. The Church celebrates this in the Sacrament of Marriage

Year 6 - Class 4 RSHE Long Term Map and Cross Curricular links

RSHE Year 6: The wonder of God's love in creating new life

Learning Objectives: *Children develop in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.*

Religious Education Directory – To Know You more Clearly

In this year, pupils will focus their gospel study on St John. They will also look at the second account of Creation, understanding what is meant by the 'Fall' and be able to make connections with Jesus as the new Adam in St John's gospel. Pupils will look at women in the Old Testament and see Mary's place in salvation history as she is presented in the gospel of St John.

Links to the Wider Curriculum

Autumn Term

Branch 1: Creation and covenant

The second account of Creation is one of the best-known and frequently misunderstood passages of the Bible.

Human Nature - The parable of the lost sheep teaches about the nature of God's mercy, human nature and the generosity of God. We focus on the values of humanity.

Stewardship – Linked to the first account of Creation, humanity is given stewardship of other elements of Creation. God places Adam in Eden.

Companionship - In the Garden of Eden God notices that Adam is lonely, which points to a truth about people that pupils can identify with, people need to be in a community. Even when God makes all the animals, Adam does not find a companion among them. None of the animals shares his human nature.

Contentment - The people have free will in the garden, and God does not control them; instead, he sets down one rule but the woman then the man give in to temptation. In their pride, they want more than the many blessings they already have; people want the one thing they do not have. Pupils may see parallels with human nature and personal experience. Humanity always has an appetite for more.

Responsibility - The ensuing blame game is also familiar. The woman blames the serpent, and the man blames the woman; no one takes responsibility for their actions.

Branch 2: Prophecy and Promise

This branch explores the stories of some of the prominent women in the Old Testament and the context of the people who will become the nation of Israel who exist in a patriarchal world where women are seen as somehow less than men. The stories of the people of Israel often feature battles and warring factions which excluded women. The women listed feature at different points in the formation of Israel and subvert the expectations of their time. Those who appear weak are made strong through their faith and hope. We will study:

- Reflecting on their own experience, consider the women in their lives who have been important or significant.
- Considering what life or task God might be calling them to live or do and reflect on how their 'Yes' could transform their own lives and the lives of the community.

PSHE Association Y5 & National Online Safety

PSHE Association - Y5 Core theme 1/Health and Wellbeing. Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe NOS/E-Safety - Self image and Identity NOS/E-Safety - Online relationships Wider opportunities: Life Bus, Macmillan Coffee morning, Fire Safety visit

Science National Curriculum

Evolution & Inheritance Pupils should be taught to: Recognise that living things have changed over time. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

English

Non Chronological report
Letters & Correspondence
Poetry - The spider and the fly
Historical Narrative - Christmas carol
Biography, Recount - diary

Spring Term

Branch 3: Galilee to Jerusalem

In the next three branches, pupils will study the gospel of St John. In this gospel, St John presents Jesus as the Messiah who reveals his kingdom through seven signs.

Community cohesion How sacraments are celebrated in their local parish community and how these form part of the life of the local Church. How their local parish community (Parish priest and laity) hand on the teaching of Jesus.

Branch 4: Desert to Garden

As the Church moves through the season of Lent, pupils will look at the rich symbolism of St John's account of the end of Jesus' earthly life.

Demonstrations of Love The Stations of the Cross are a prayerful reflection on Christ's journey to the cross.

Love thy neighbour as yourself

Leadership – showing humility Having had his own feet anointed days before, Jesus acts as a servant by washing his disciples' feet. In this action, Jesus sets an expectation for Christian leadership.

- Considering how love of neighbour could transform their life and the lives of the communities they are part of, describing the actions they could take to begin this transformation

PSHE Association Y5 & National Online Safety

PSHE Association - Y5 Core theme 2/Relationships. Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference NOS/ E-Safety - Online Reputation NOS/ E-Safety - Online bullying and Managing online information Wider opportunities: Road safety visit

Science National Curriculum

Electricity Forces

English

Narrative with dialogue Magazine article
Persuasive writing , Macbeth – additional chapter Romeo & Juliet – study, Playscript

Summer Term

Branch 5: To the Ends of the Earth

. In this branch, they will look at how St John's account of the Resurrection alludes back to that narrative and shows that in Jesus the relationship with God is restored

Community How Christians today meet Christ in the Eucharist, in the scriptures, in prayer and in love for all people.

Modelling positive values - the children will study the examples of saints, considering how they bore witness to Christ in their lives

Charitable acts The work of Christian charitable organisations that help people facing injustice and persecution because of their beliefs

- Considering what beliefs matter most to them.
- Comparing their own and others' experiences, feelings and things that matter to them and the ways in which this may lead to different beliefs and different choices about how to live their life.
- Reflecting on how the work of charities can support people facing injustice or persecution.

Branch 6: Dialogue and Encounter

As pupils reach the end of the primary phase of their education, they should consider what dialogue means in action

The dialogue of life – what it means to be a good neighbour.

The dialogue of action – how Christians and others collaborate for justice and freedom for all people.

The dialogue of religious experience – how people share their spiritual riches.

- Reflecting on the statement 'Everyone should be concerned to create and support institutions that improve the conditions of human life', consider how this challenges people to change.
- Considering the term 'common good', discuss why charities with different worldviews work to promote the same goals.
- Considering how engaging in dialogue with those who hold different beliefs could transform their own lives and the future of the communities.
- Identifying ways, they could act to differently because of their learning about Catholic Social Teaching dialogue.

PSHE Association - Y5 Core theme 3 Living in the wider world.

Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money NOS/ E-Safety - Privacy and security NOS/ E-Safety - Copyright and ownership

Science National Curriculum

Living things and their habitats Light

English

Stories from another culture
Recount: Newspaper
Greek myths
Recount – diary Balanced argument
Poetry - Power of imagery

Year 5 - Class 4 RSHE Long Term Map and Cross Curricular links

RSHE Year 5: God loves me in my changing and development

Learning Objectives: Children know and become aware of the physical and emotional changes that accompany puberty - sensitivity, mood swings, anger, boredom etc and grow further in their understanding of God's presence in their daily lives.

Religious Education Directory – To Know You more Clearly

Through this year the pupils will reflect on the significance of the Old Testament as part of Christian understanding of the revelation of Jesus. In the first two branches, pupils will explore Moses and David. Moses is the lawgiver and the one who leads the people of Israel out of slavery. David is the great king who is a shepherd to his people. Pupils should have opportunities to understand how to read the Bible, recognising stories meant to the people at the time of telling and what they mean to us now. Isaiah point to Jesus and the incarnation.

Links to the Wider Curriculum

Autumn Term

Branch 1: Creation and covenant

In this branch, pupils will learn about Moses, focusing on two critical events in his life. Children study the Ten Commandments as values that shape and guide our lives. If the commandments say what people need to do to flourish, the virtues show people how to live out Jesus' great commandment and lead a good life.

- Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.
- Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.
- Know that a virtue is a positive habit that helps people live a good life.
- Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour.
- Reflecting on what makes them truly happy.
- Discussing and dialoguing with others about how rules can help people be happy
- Reflecting on their habits and where they could 'grow in virtue' to be better neighbours.

Branch 2: Prophecy and Promise

The people want a king to protect them from their enemies. The prophet Samuel advises them to rely on God (1 Sam 8:11-18). However, the people persist, and Saul becomes the first king. However, Saul does not prove to be a worthy king and Samuel sets out to find his successor guided by God. David is not chosen because of his power. He comes from humble beginnings, working as a shepherd boy in Bethlehem.

Caring and protecting others 'I am the good shepherd' (Jn 10:11) and describes how he nurtures, guides, and protects his flock

The values on the inside God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king.

- Reflecting on your understanding of David and the idea of a leader as a shepherd.
- Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today.
- Considering how their own lives and the future of the communities to which they belong could be transformed by offering their own lives in service to others, as part of their preparation during Advent

PSHE Association Y5 & National Online Safety

Y5 Core theme 1/Health and Wellbeing. Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe NOS/E-Safety - Self image and Identity and Online relationships British transport police talk, Life Bus, Macmillan Coffee morning, Fire Safety talk

Science National Curriculum

Earth and Space Forces

English

Journalistic Writing, Non chronological reports Short narrative, Autobiography, Information leaflet for Stonehenge, Adventure stories

Spring Term

Branch 3: Galilee to Jerusalem

In this branch, pupils will explore the 'new law' given by Jesus, his summary of the law of Moses, and the transfiguration of the Jesus, where the disciples Peter, James and John see him accompanied by Elijah, the greatest of the prophets and Moses, the giver of the Law. Pupils will look at how Jesus shows the love of neighbour in action through one of his parables and the Our Father as the perfect prayer Pupils focus on the Beatitudes, like the Ten Commandments, the Beatitudes offer an affirmation of what it is to have a good life,

- Reflecting on the meaning of what they have learned about Jesus' great commandment for their own lives.
- Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves.

Branch 4: Desert to Garden

In this branch, pupils will explore the meaning of these words by exploring what it means to sin and the last things, death, judgement, heaven, and hell as part of God's plan for salvation. God's plan is for everyone to go to heaven

Ash Wednesday – resisting temptation. When people are tempted, they often make a choice that turns them away from God and focuses instead on human needs. Being selfish or mean or saying unkind things are all focused on what 'I' want, not loving our neighbour. To understand this, pupils must reflect on the concept of conscience as an 'inner voice' that guides the choices people make. They will also link with the idea of the commandments as 'moral codes' that help to guide the conscience.

- Thinking about the temptations Jesus faces in the wilderness, ask 'what if' questions about the times they have faced temptations in their own lives.
- Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change.
- Reflecting on the meaning of what they have learned for their own lives.

PSHE Association Y5 & National Online Safety

PSHE Association - Y5 Core theme 2/Relationships. Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference NOS/ E-Safety - Online Reputation NOS/ E-Safety - Online bullying and Managing online information Road safety talk, Train safety talk

Science National Curriculum

Y6 Animals incl humans – diet, exercise and nutrition

Timeline to indicate stages in the growth and development of humans. Changes experienced in puberty. Pupils learn how to keep their bodies healthy and how their bodies can be damaged.

Human Circulatory system Pupils will be taught to identify and name the main parts of the human circulatory system. They will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They will describe the ways in which nutrients and water are transported within animals, including humans. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

English

Explanation text, Balanced argument, Poetry – The Highwayman, Novels on a theme - Kensuke's Kingdom, Viking legend - Beowulf

Summer Term

Branch 5: To the Ends of the Earth

In this branch, pupils will study the Sacrament of Confirmation, understanding its links with scripture from the words of the prophets through to the Acts.

- Describe the gifts of the Holy Spirit and describe some ways they help Christians be good disciples, making simple links with some of the fruits of the Spirit.
- Reflecting on how they can use their gifts to make a better world.
- Considering the gifts and virtues Christians need to be disciples today.

Branch 6: Dialogue and Encounter

The Bible itself is a work of dialogue as the writers' recount humanity seeking to 'converse' with God. It is important that pupils begin to understand how Christians view the Bible and the importance of the Church in helping people encounter the meaning of the text beyond what is written

- Reflecting on the books that matter to them in their lives.
- Talking to others about their sacred texts and why they matter.
- Thinking and talking about ways of showing respect for sacred texts.

PSHE Association Y5 & National Online Safety

Y5 Core theme 3 Living in the wider world. Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money NOS/ E-Safety - Privacy and security and Copyright and ownership

Science National Curriculum

Properties of Materials – Solids liquids and Gases Dissolving and Changing states – irreversible and reversible changes

English

Poetic analysis, Persuasive Writing leaflet & brochure

Year 4 - Class 3 RSHE Long Term Map and Cross Curricular links

RSHE Year 4: God loves us in our differences

Learning Objectives: Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.

Religious Education Directory – To Know You more Clearly

Through this year the pupils will learn about people whose lives have been transformed by faith and hope in God. In the first branch pupils will study Abraham and consider how he changed through acting on his faith and entered into a covenantal relationship with God. Pupils will explore aspects of the story of Elijah whose story shows the importance of faith and hope in God even in desperate times. Pupils will then make links between Elijah and John the Baptist. In these branches, pupils will begin to explore hermeneutics. Pupils will explore more about the type of messiah Jesus is and what it means to live a life in Christ. Through learning about the theological virtues of faith, hope, and love, they will encounter the belief that good deeds flow out of a love of God, people do not do good things and earn God's love.

Links to the Wider Curriculum

Autumn Term

Branch 1: Creation and covenant

In this branch, the children develop understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called.

Shaping who we are Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life.

- Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity.
- The virtues of faith, hope, and love.
- The life and work of a person who was an example of faith made active in love

Branch 2: Prophecy and Promise

In this branch, pupils will compare two accounts of the appearance of John the Baptist, noticing what is the same in St Mark and St Matthew's accounts. Alongside physical appearance, both gospel writers draw on the prophet Isaiah, suggesting that the one Isaiah speaks of is fulfilled in the person of John

- Reflecting on how Elijah and John the Baptist's words speak to people today.
- Reflecting on what it means to be a good leader and talk to others about their ideas.

PSHE Association Y4 & National Online Safety

PSHE Association – Y4 Core theme 1/Health and Wellbeing. Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Saf

Science National Curriculum

Skeletons and Movement

Electricity

English

Setting and Character

Descriptions , Information Texts

Instructions and invitations

Myths and Legends, Poetry, Persuasive Texts

Spring Term

Branch 3: Galilee to Jerusalem

In this branch, pupils will consider Jesus' question to Peter, 'Who do you say I am?' They will also reflect on Jesus as the servant Messiah and how he announces the Kingdom of Heaven to those at the edge of society.

Care for others Jesus showed compassionate healing in mind and body through his ministry and continues to do so through His Body, the Church, especially in the sacraments, such as the Sacrament of Reconciliation and the Anointing of the Sick.

Forgiveness Sacrament of Reconciliation and

Strength to those in need Both in the community and how the Anointing of the Sick brings God's strength to help those who are sick.

Being in communion with others Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did.

- Considering how Jesus serves others and discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local communities?

Branch 4: Desert to Garden

In this branch, pupils will explore Lent's themes of forgiveness and reconciliation and the idea that devotion to God leads a person to do good works.

- How the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty
- Reflecting on what it is they need to change about themselves during Lent to be better people and discuss how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities.
- Considering how their own lives and the future of the communities to which they belong could be transformed by what they have learned about forgiveness.

PSHE Association Y4 & National Online Safety

PSHE Association – Y3 Core theme 2/Relationships. Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference

Science National Curriculum

Environment

Health and Nutrition

Pupils will be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. They will identify that humans and some other animals have skeletons and muscles for support, protection and movement. The pupils will continue to learn about how their body is special and that each part functions in a different way.

English

Recounts / Non-chronological Reports

Calligrams, Explanations, Leaflets

Charlie and the Chocolate Factory

Recipes and Instructions, Nonsense Poetry, Adverts

Summer Term

Branch 5: To the Ends of the Earth

In this branch, pupils will complete the narrative of St Peter as they look at the Resurrection from St John's gospel and make links with St Matthew's account of Peter's declaration of faith and subsequent betrayal.

Equality All members of the Church are of equal dignity, everyone is welcomed and valued, and everyone has the same mission to build the Kingdom of God.

One of the titles of the Pope is 'servant of the servants of God', which makes it clear that he should follow Jesus' example of servant leadership.

Branch 6: Dialogue and Encounter

Pupils will begin the dialogue part of the branch by exploring a little more about the life and work of St Paul, one of the most significant figures in the New Testament.

Community and Common Good By the end of this unit of study, pupils will know some ways in which Christians work together for the common good.

PSHE Association Y5 & National Online Safety

PSHE Association – Y3 Core theme 3 Living in the wider world.

Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money

Science National Curriculum

Plants, Non Contact forces

English

Historical Stories , Newspaper

Reports, Character profiles

The Iron Man, Playscripts, Poetry

Year 3 - Class 3 RSHE Long Term Map and Cross Curricular links

RSHE Year 3: How we live in love

Learning Objectives: Children know and understand the virtues essential to friendship e.g. loyalty, responsibility... and experience the importance of both forgiving and being forgiven and of celebrating God's forgiveness.

Religious Education Directory – To Know You more Clearly

The overarching theme of this year is celebrating the Eucharist. In the first branch the story of Creation, humanity, made in the image and likeness of God, is given the task of caring for the Earth, stewardship. At Mass, Catholics give thanks for the fruits of the Earth at the Offertory. In branches two and three, pupils will learn about what happens at Mass, making links with scripture, for example, the feeding of the five thousand and Jesus' last supper. Pupils will also encounter different literary forms as they study parables and study the Gospel of St Matthew and learn about the signs of God's kingdom in this gospel. They will be introduced to the mystery of Trinity. They will learn about how Jewish families celebrate the Passover today and some simple facts about Islam.

Links to the Wider Curriculum

Autumn Term

Branch 1: Creation and covenant

In this branch, pupils will revisit the first story of Creation from the book of Genesis.

- God is the Creator of the Universe who made everything out of 'free and unselfish love'
- That all human beings are made in God's image and all people have dignity and are created equal.
- A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other.
- Ways in which we can show care for God's world (stewardship) as part of our care for each other.

Branch 2: Prophecy and Promise

To study the Mass in some detail, the focus of this branch splits into two themes.

One is understanding what happens at Mass, and the other focuses on the nativity according to St Matthew, which introduces pupils to Joseph and St Matthew's gospel.

PSHE Association Y3 & National Online Safety

PSHE Association – Y3 Core theme 1/Health and Wellbeing. Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe

Science National Curriculum

Teeth, eating and digestion

Pupils will be taught to describe the simple functions of the basic parts of the digestive system in humans as well as identifying the different types of teeth in humans and their simple functions. They will learn about the main body parts associated with digestive system and become aware of the importance of looking after our bodies.

Sound

English

Setting and Character, Descriptions, Leaflets, Non Fiction Texts, Recounts, Information and Explanation Texts
Holiday Brochures, WW2 , Language Play
Poetry, Letter Writing

Spring Term

Branch 3: Galilee to Jerusalem

In this branch, pupils will encounter the Gospel of St Matthew. Matthew's gospel is divided into seven books. The first contains the birth and infancy narratives, the last describes Jesus' passion, death, and resurrection, and the five books in between give an account of the life and ministry of Jesus.

Community Reflecting on how people need to change their behaviour to show their commitment to building the kingdom, comparing responses and asking questions about other people's responses.

Inspiring others Considering how people could build the kingdom with reference to the life of a saint.

Cohesion Showing understanding of how people would behave in the kingdom of God and reflect on what that might mean for them.

Branch 4: Desert to Garden

Following on from focusing on the Liturgy of the Word in the 'Prophecy and Promise' branch, pupils will focus on the second part of the Mass, the Liturgy of the Eucharist.

Retell in any form the story of the feeding of the five thousand.

Unconditional love Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist.

Community Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church

PSHE Association Y3 & National Online Safety

PSHE Association – Y3 Core theme 2/Relationships. Topic areas: Feelings and Emotions; Healthy Relationships; Valuing Difference

Science National Curriculum

Rocks

States of matter

English

Newspaper, Reports - natural disasters
Fantasy Stories, Instructions /Labels
Non-chronological reports, Poetry

Summer Term

Branch 5: To the Ends of the Earth

In this branch, pupils will look at how Mass today mirrors Mass celebrated by the first disciples.

- Reflecting on how the Holy Spirit helped the disciples and relating this to the possibilities in their lives, giving examples.

Branch 6: Dialogue and Encounter

Teachers may want to begin this branch by looking at the Jewish Passover. For Christians, the feast of the Passover is important because they believe that it links with Jesus' last meal with his disciples.

- Reflecting on the meaning of what they have learned for their own lives.
- Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live.

PSHE Association Y3 & National Online Safety

PSHE Association – Y3 Core theme 3 Living in the wider world. Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money

Science National Curriculum

Light, Environment

English

Mystery Stories, Postcards, Fact Files on, Liverpool
Persuasive Writing – Adverts, Playscripts, Poems to Perform

Year 2 - Class 2 RSHE Long Term Map and Cross Curricular links

RSHE Year 2: *We meet God's love in the community*

Learning Objectives: *Children know and understand that they are growing and developing in a God given community and are developing an awareness that belonging to their family is their first experience of a community of love.*

Religious Education Directory – To Know You more Clearly

The overarching theme of this year is baptism. Baptism is the meeting point where people are reborn to a new life in Christ and become part of the Christian community. In the story of Noah, Creation is reborn from the waters of the flood. Pupils will encounter John the Baptist and journey through St Luke's gospel as they come to know the signs in the gospel that Jesus is the Messiah spoken of by the prophets.

Links to the Wider Curriculum

Autumn Term

Branch 1: Creation and covenant

In this branch, pupils will learn about the story of Noah, mainly focusing on God's promise, or covenant, with Noah and with all creatures that 'nothing of flesh shall be swept away again by the waters of the flood' (Gen 9:15), a promise symbolised by the rainbow.

- Considering what they could do to care for God's world in their own lives and in the life of their local community.
- Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God.

Branch 2: Prophecy and Promise

Learning about the infancy of Jesus in year two of the model curriculum builds upon prior knowledge. It allows teachers and pupils to make connections with the whole infancy narrative of St Luke and introduces John the Baptist.

Becoming a role model for others St Luke prepares the reader for Jesus in the rest of his gospel as the one who shines out across the world for all people. He introduces the importance of prayer, being open to the Word of God, and the work of the Holy Spirit in the hearts of those who encounter Jesus.

PSHE Association Y3 & National Online Safety

Y1 Core theme 1/Health and Wellbeing. Topic areas: Feelings and Emotions, healthy relationships, valuing differences

Science National Curriculum

Everyday materials Health

English

Police report based on Little Red Riding Hood
Persuasive writing , Instructions
Poetry & rhymes, Diaries
Descriptive sentences leading into... Fantasy Stories
Newspapers, Comic Strips

Spring Term

Branch 3: Galilee to Jerusalem

In this branch, pupils will deepen their knowledge from Year One about who Jesus is and understand how he teaches about the nature of God through parables and miracles. Parables are a literary form where a comparison is made to tell a more profound truth

- Reflecting on what it feels like to say sorry and to be forgiven. (RVE)
- Talking about ways they and others show that they are sorry. (RVE)
- Considering what people might want to say sorry to God for and how praying can be part of this

Branch 4: Desert to Garden

In this branch, pupils in Year Two will revisit scripture from the previous year to consolidate learning about the events of Holy Week. They will make links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus studied in the previous branch. They will also explore how Lent is a time of reconciliation and forgiveness for Christians because they want to restore their relationship with God to be ready to celebrate the Resurrection.

- Thinking about what forgiveness means to them.
- Thinking about how making bad choices can harm themselves and others and why saying sorry matters
- Reflecting on how Jesus teaches people to forgive.

PSHE Association Y3 & National Online Safety

Y1 Core theme 2/Relationships. Topic areas: Feelings and Emotions, healthy relationships, valuing differences
Road safety visit

Science National Curriculum

Habitats Animals including humans

The pupils will be taught to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Understand the importance of looking after their bodies now & as they grow

English

Poetry, Instructions, Leaflets , Information text - Non-chronological reports, Fact Files

Summer Term

Branch 5: To the Ends of the Earth

St Augustine describes the Holy Spirit as the 'quiet guest of our soul'. As pupils revisit the accounts of Ascension and Pentecost, the focus of learning is on how people are changed by the Holy Spirit. Welcoming the Holy Spirit into our hearts invites a conversion of the heart by receiving the gifts of the Holy Spirit and allowing these to bear fruit in our lives

- Considering why many people pray and share stories of prayer from different religious communities as appropriate.
- Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community.

Branch 6: Dialogue and Encounter

In the dialogue dimension of this branch, pupils will begin by studying the parable of the Good Samaritan which Jesus told in answer to the question, 'Who is my neighbour?' In his encyclical 'Fratelli Tutti' Pope Francis explains what the word neighbour meant in the time of Jesus.

- Say what the story of the Good Samaritan teaches about how Christians should live.
- Describe an initiative Christians work on together locally and globally in the service of others.
- Make simple links and connections between some Jewish religious laws, beliefs, worship, and life
- Talk about respecting the beliefs of people from different communities in their local area.
- Considering an answer, with relevant reasons, to the question 'Who is my neighbour?'
- Listening to the stories and experiences of others from different communities in the class and the wider community.
- Reflecting on the question 'Who is my neighbour?' in their life and wondering about how they can act as a good Samaritan in their local community.
- Reflecting on how communities could be transformed if people acted as good neighbours.

PSHE Association Y3 & National Online Safety

Y1 Core theme 3 Living in the wider world. Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money

Science National Curriculum

Plants

Materials

English

Traditional Tales
Reported speech in Narrative, Letters, Posters, Narrative
Persuasive advert/ leaflet for local beach
Tongue twisters - alliteration , Letters

Year 1 - Class 2 RSHE Long Term Map and Cross Curricular links

RSHE Year 1: *We meet God's love in our family*

Learning Objectives: *Children know and understand that they are growing and developing as members of their own family and God's Family.*

Religious Education Directory – To Know You more Clearly

The overarching theme of this year is revelation, how do people know about God? Pupils would not be expected to know the term revelation, but they will explore the different ways in which revelation is experienced, beginning with revelation through Creation, then moving on to revelation in the incarnation of Jesus. Again, though pupils may not use the term incarnation, teachers can make connections between the different branches to ensure that pupils make the link that Jesus is another way people meet God.

Links to the Wider Curriculum

Autumn Term

Branch 1: Creation and covenant

The focus of this branch is Revelation. The revelation of Creation is the first step towards the covenant God forges with his people. In an age-appropriate way, pupils will consider how the world exists and how all that is came to be.

- Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.
- Know that Pope Francis wrote a letter, called Laudato Si', about the gift of Creation and the importance of taking care of the world as it is everyone's home.
- Talking about why caring for God's world matters for them and their local community.
- Listening to stories from different communities and their experiences about how they care for the world.
- Talking about how they can care for God's world.

Branch 2: Prophecy and Promise

The focus of this branch is for pupils to develop an early understanding of the Christian belief that God showed us the full depth of his love by sending Jesus his Son (CCC 65-66). In Jesus, the invisible God becomes visible, and his love is poured out as the child in the manger at Bethlehem. Talking about how Christians in their local community celebrate the birth of Jesus.

Guiding and caring for others The focus of learning is on the narrative sequence of the story, the importance of Mary's 'Yes' to God and the presence of angels who are God's messengers and protectors and point to the divine nature of Christ.

PSHE Association Y3 & National Online Safety

Y2 Core theme 1/Health and Wellbeing. Topic areas: Healthy Lifestyles; Growing and Changing; Keeping Safe

Science National Curriculum

Humans and health

Other animals Science Animals as humans:

Name the things you can do now, that you couldn't as a baby. What have you learned? How have you grown? Measure hands and feet sizes of the children now and compare them to those of a baby.

English

SPaG Skills, Newspaper1, Diary—Samuel Pepe's Recount of The Great Fire of London, Narrative Letters, Twisted Traditional Tales, Fables

Spring Term

Branch 3: Galilee to Jerusalem

The focus of this branch is for pupils to develop an early understanding of the Christian belief that through the ministry of Jesus, some of those who encountered him recognised he was the So of God

- Reflecting on what the Good News might mean for them.
- Reflecting on how Jesus is a 'light' for all people, consider how they can bring 'light' to their families and communities.
- Reflecting on how Jesus cares for other people and what they can learn from his actions.

Branch 4: Desert to Garden

For pupils, the focus of this branch is to learn a little about the season of Lent as a time to prepare for Easter and to know the story of the last week of Jesus' life, his death, and resurrection.

- Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.
- Recognising that fasting in Lent is giving something up to help others and CAFOD Family Fast Day is a way of doing this.
- Considering what they might give up and choose to do to help others.

PSHE Association Y3 & National Online Safety

Y2 Core theme 2/Relationships. Topic areas: Feelings and Emotions, healthy relationships, valuing differences

Science National Curriculum

Seasonal changes Plant growth

English

Adventure Story
Persuasive write – job advert for the role of an explorer.
Instructions, Poetry, Non-Chronological report
Acrostic poems, Information book, Diary

Summer Term

Branch 5: To the Ends of the Earth

In this branch, pupils will hear the story of the Road to Emmaus, the Ascension, and the story of Pentecost. They will complete an age-appropriate narrative cycle of the life, death, and Resurrection of Jesus Christ and encounter the inspiration of the Holy Spirit in the lives of the Apostles and then the early Church

- Our mission - Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19).
- Considering how Christians announce the Gospel to others through their words and actions.

Branch 6: Dialogue and Encounter

The starting point for dialogue in a Catholic school is understanding some things about the Catholic Church. For younger pupils, this begins with concrete experiences, meeting Christians from the local parish, including the parish priest where possible, and understanding what being a Christian means to them and how they live their lives.

- Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.
- Listening to the stories and experiences of Christians from their local parish and asking them questions.
- Considering how Christians in their local parish community could work together to help people.

PSHE Association Y3 & National Online Safety

Y1 Core theme 3 Living in the wider world. Topic areas: Rights and Responsibilities; Taking Care of the Environment; Money matters

Science National Curriculum

Everyday materials

Living things and their habitats

English

Information texts – Travel Brochure
Stories from other cultures
Recount of their carnival party, Character description of a pirate, Biography, Poetry - Sea Chanty, Role plays -explorers, Postcards

Reception - Class 1 RSHE Long Term Map and Cross Curricular links

RSHE EYFS: *God loves each of us in our uniqueness*

Learning Objectives: *Children know and understand that God has made unique and that although we are all different we are all special to him*

Religious Education Directory – To Know You more Clearly

The Religious Education Curriculum in the Early Years Foundation Stage aims to be at the heart of the curriculum and at the core of learning where appropriate. The curriculum will inform schemes of work and programmes of study to enable well-written, quality holistic planning and resources for early learning. The curriculum for the Early Years follows each branch as outlined in the Religious Education document and provides the adaptation of the statutory framework 142 to suit Early Years planning, teaching, and learning. It provides Religious Education within the Early Years **areas of learning** as a bespoke foundation for secure grounding for Key Stage 1 and beyond.

Links to the Wider Curriculum

Autumn Term

Branch 1: Creation and covenant

- God made each one of us.
- God loves each one of us as a unique person.
- God made a wonderful world and what God creates is good.
- God loves us and we are part of a family.
- CST God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job! Stewardship
- Care and love for self, family, others, and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person

Branch 2: Prophecy and Promise

- Various cultures celebrate Jesus' birthday in different ways.
- CST By our work in Advent, we help others and ourselves and we show our love to God.
- CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. The Dignity and Rights of Workers

PSHE Association & National Online Safety

Talking about 'me' (Children will talk about their name, age, what they look like, who they live with, what they like and don't like – emphasising throughout how unique they all are) **physical, social and emotional**

Settling in (Thinking about routines and groups. Getting to know new and current friends more and who they like to play with) **social**

Classroom jobs (each have our own skills for different jobs) **intellectual**

Team games (Thinking about playing with everyone in our classroom and how this makes us good friends) **emotional and intellectual**

Accepting needs of others (Knowing that other children have needs too and accepting that they may be different to their own.) **physical, social, emotional and intellectual**

Science National Curriculum

Talking about ourSELVES and others (Physical differences and uniqueness) **linked to physical**

Naming body parts (Looking at the basic parts of the human body and understanding that even though we are all different, we have two eyes, a nose, a mouth etc) **linked to physical**

Talking about families (Talking about our own families and how they are all different and unique. Talking about how our families make us feel, what we do with them, what they look like) **linked to emotional**

English

Writing our names (We all have our own names and they are all different **physical** Listening to and reading stories (Children begin to understand that they enjoy different stories and others might like different things to them) **emotional**

Spring Term

Branch 3: Galilee to Jerusalem

- We welcome and show love to everyone in our words and actions as Jesus does.
- We are called to help the poor and hungry.
- CST You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. An Option for the Poor and Vulnerable.

Branch 4: Desert to Garden

- Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs.
- Trying to help others by what we do in Lent. Look at Lent
- customs around the world.
- CST Every single person on Earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. Rights and Responsibilities

PSHE Association & National Online Safety

Speaking to others about own needs and interests (Discovering through play how other children like to play and they may like different things. Being confident enough to initiate games and also accept other ideas.) **social and emotional**

Initiating conversation (Sometimes friends need some support in play and we have to be kind and patient) **social, emotional and intellectual**

Resolving arguments (Discovering how we can overcome arguments and make friends as we know how important it is to have friends and that we all have different ideas. Can we compromise?) **social, emotional and intellectual**

Taking turns (Having patience and showing other children that they are important to us) **social and intellectual**

Science National Curriculum

Family mealtimes – (thinking about how each family has a different way of living – we are all different) **social and emotional and intellectual**

Senses and food (exploring our five senses and how each person like and dislike different things e.g the taste of crisps or the smell of eggs) **physical**

How animals grow (including our own growth and change) **physical**

English

Writing information books (thinking about humans and plants with regard to growth and change and writing about this, remembering that each thing is different) **physical and intellectual**

Summer Term

Branch 5: To the Ends of the Earth

The parish church and the parish family meet there to celebrate.

CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. We Are Called to Live as Family and Community.

CST All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family – God's family. Solidarity.

Branch 6: Dialogue and Encounter

In the Early Years curriculum, the first principles of dialogue are laid out to understand how to listen when others speak, develop attitudes of respect, and embrace similarities and differences.

PSHE Association & National Online Safety

Thinking before acting (Being able to anticipate reactions of different friends and how we can change our behaviour in different situations – whether this is by compromising on a game or refraining from saying an unkind comment because they are aware of somebody else's feelings) **emotional and intellectual**

Listening to others (Children begin to show that they understand others have different opinions to them – they are unique in how they think as well as how they look) **physical and intellectual**

Talking about change (Even though we are all different, we are all together in our class. We will move on together and show kindness. When we look after others, we are more like Jesus.) **intellectual and spiritual**

Science National Curriculum

Using everyday technology (National Online Safety unit for reception) **intellectual**

Forest school (thinking about our world and how we can look after it, asking questions about it and knowing that looking after our world helps us be a good friend to God) **spiritual**

English Writing letters (writing letters to others. This could be a letter to their next teacher to tell them what they know about themselves, who their friends are and how they feel about moving into year 1) **social, emotional, intellectual and spiritual**