

ST.HUGH'S CATHOLIC PRIMARY – Life to the Full
Year 1

KEY KNOWLEDGE AND SKILLS		KEY VOCABULARY
<p><u>Module 1 Unit 1 - RELIGIOUS UNDERSTANDING</u></p> <p>Let the children come</p> <ul style="list-style-type: none"> We are created individually by God We are created as a unity of body, mind and spirit: who we are matters and what we do matters We can give thanks to God in different ways 		special important worthy valuable unique individual Kingdom of Heaven Welcome Faith purpose happy body mind spirit
Assessment	<ul style="list-style-type: none"> All children will know that they are created and loved by God. Most children will know that this means they are uniquely created individuals who Jesus wants to be friends with. Some children will demonstrate an understanding of personal faith and articulate how this makes them feel 	
<p><u>Module 2 Unit 1 - RELIGIOUS UNDERSTANDING</u></p> <p>God loves you</p> <ul style="list-style-type: none"> We are part of God's family Saying sorry is important and can mend friendships Jesus cared for others and had expectations of them and how they should act We should love other people in the same way God loves us 		Mistakes Abandon forgive sorry God's love inheritance sin
Assessment	<ul style="list-style-type: none"> All children will understand that we are always welcome as part of God's family. Most children will understand that saying sorry is important and can mend friendships – both with those around us and with God. 	

- Some children will confidently offer ideas about how they can love other people in the same way God loves us.

Module 2 Unit 2 - PERSONAL RELATIONSHIPS

Special people, Treat others well and Say sorry.

- To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special
- The importance of nuclear and wider family
- The importance of being close to and trusting special people and telling them if something is troubling them

Treat others well

- How their behaviour affects other people, and that there is appropriate and inappropriate behaviour
- The characteristics of positive and negative relationships
- About different types of teasing, and that all bullying is wrong and unacceptable

Say sorry.

- To recognise when they have been unkind and say sorry
- To recognise when people are being unkind to them and others and how to respond
- That when we are unkind to others, we hurt God also and should say sorry to Him as well
- That we should forgive like Jesus forgives

Family, mum, dad, brother, sister, grandma, grandad, friend, priest, special, loving, listen, safe, responsible, adult

Behaviour, appropriate inappropriate, OK, not OK, nasty, mean, teasing, bullying, rude, lies, generous, helpful, honest, unfair, jealous, welcoming, selfish, fun, good listener, fair, trust, steal, hurt

Fault, blame, forgiveness, argument, responsible, sorry, feelings, actions, trust, hurt, mistakes, sin

Assessment

Special People

- All children will understand the concept of 'special people' and identify their own.
- Most children will understand that their 'special people' are special to them in different ways, and be able to identify who they would go to if something was troubling them.
- Some children will demonstrate deep emotional understanding of their own 'special people', and confidently articulate what makes each of them so special.

	<p>Treat others well</p> <ul style="list-style-type: none"> • All children will gain a basic understanding of what is appropriate and inappropriate behaviour. • Most children will be able to describe and strive to practise the qualities of being a good friend. • Some children will show a more nuanced understanding of good/bad relationships (friendships) and how this relates to teasing and bullying. <p>Say sorry</p> <ul style="list-style-type: none"> • All children will understand the importance of saying sorry and seeking forgiveness to mend friendships. • Most children will understand that when we are unkind to others, we hurt God too and so should say sorry to Him; and be able to identify times when they have been unkind. • Some children will demonstrate further self-awareness about their own treatment of others and how they should forgive like Jesus forgives us.
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<p><u>Module 2 Unit 4 -KEEPING SAFE</u></p> <p>Good and bad secrets</p> <ul style="list-style-type: none"> • The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them • How to resist pressure when feeling unsafe <p>Physical contact</p> <ul style="list-style-type: none"> • To know that they are entitled to bodily privacy. • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. <p>Harmful substances</p> <ul style="list-style-type: none"> • Medicines are drugs, but not all drugs are good for us. • Alcohol and tobacco are harmful substances. 	<p>good secret, bad secret, surprise safe, unsafe, temporary, forever, trust, threat, guilty, private, matter</p> <p>body, God, respect, gift, appropriate, inappropriate, PANTS, rules, private,,, physical touch, positive negative, feelings, affection, safe, unsafe, necessary, unnecessary, permission, secret, trust, comfortable, uncomfortable</p> <p>medicines, drugs, alcohol,</p>
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<ul style="list-style-type: none"> • Our bodies are created by God, so we should take care of them and be careful about what we consume. <p>Can you help me?</p> <ul style="list-style-type: none"> • About what is and isn't an emergency • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade • That if they require medical help but it is not an emergency, basic First Aid should be used instead of calling 999 • Some basic principles of First Aid 	<p>cigarettes, tobacco, un/harmful, substance, addictive, pills, nicotine, consume, smoke, bleach, needles, liquids, doctor, pharmacy</p> <p>emergency, police officer, fire brigade, firefighter, ambulance, paramedic, vaccine, 999, injury sick, pain, struggling, car crash, help, caution, germs</p>
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<p>Assessment</p>	<p>Good and bad secrets</p> <ul style="list-style-type: none"> • All children will understand that there are good secrets and bad secrets. • Most children will be able to describe and give examples of good/bad secrets and understand that they should be open and honest with 'special people' if anything troubles them. • Some children will demonstrate deeper empathy and understanding of the feelings involved with good/bad secrets, and how to resist pressure when feeling unsafe. <p>Physical contact</p> <ul style="list-style-type: none"> • All children will understand that privates are private. • Most children will demonstrate an emerging understanding about different kinds of touch, and when these are appropriate or inappropriate. • Some children will demonstrate a more nuanced understanding or personal belief that their body is a gift from God which deserves respect.
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	<p>Harmful substances</p> <ul style="list-style-type: none"> • All children will understand that medicines are drugs, but not all drugs are good for us. • Most children will understand that alcohol and tobacco are harmful substances that are illegal for children to access. • Some children will show a nuanced understanding that, because our bodies are created by God, we should take care of them and be careful about what we consume. <p>Can you help me?</p> <ul style="list-style-type: none"> • All children will understand what is and isn't an emergency. • Most children will understand that in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade. First Aid can be used in many situations where an ambulance is not required, and demonstrate understanding of basic First Aid • Some children will demonstrate confidence, emotional maturity and strong communication skills when role playing 999 phone calls. Children will confidently demonstrate knowledge of First Aid, and be curious about First Aid that can be used whilst waiting for an ambulance.
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<p><u>Module 3 Unit 1 - RELIGIOUS UNDERSTANDING</u></p> <p>Three in one</p> <ul style="list-style-type: none"> • God is love: Father, Son and Holy Spirit • Being made in His image means being called to be loved and to love others <p>Who is my neighbour?</p> <ul style="list-style-type: none"> • To know what a community is, and that God calls us to live in community with one another • A scripture illustrating the importance of living in community as a consequence of this • Jesus' teaching on neighbours 	<p>Holy Trinity, God the Father, God the son (Jesus), God the Holy Spirit, Sign of the Cross, persons, love, designed triangle</p> <p>Community, neighbour, Holy Trinity, God the Father, God the son (Jesus), God the Holy Spirit, love, The Good Samaritan</p>
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Assessment	<p>Three in one</p> <ul style="list-style-type: none"> • All children will understand that God loves us and wants us to love others. • Most children will understand that God is three in one: Father, Son and Holy Spirit. • Some children will demonstrate a more nuanced understanding of the Holy Trinity and what it means for us to be made in God's image: to love and be loved. <p>Who is my neighbour?</p> <ul style="list-style-type: none"> • All children will understand that everyone is our neighbour. • Most children will understand that Jesus calls us to love our neighbour even if we've never met them/don't like them. • Some children will demonstrate a more nuanced understanding of the Holy Trinity as a community of love, and how being made in God's image means we are made to live in community too.
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<p><u>Module 3 Unit 2 - LIVING IN THE WIDER WORLD</u></p> <p>The communities I live in.</p> <ul style="list-style-type: none"> • That they belong to various communities such as home, school, parish, the wider local community, nation and global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc. • That we have a duty of care for others and for the world we live in (charity work, recycling etc.) • About what harms and what improves the world in which we live <p>Who will I be?</p> <ul style="list-style-type: none"> • About some different types of jobs in the community • About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls • Work is a part of our purpose (vocation) 	<p>Community, consequences, responsibilities, national, global, school parish, home, receptionist, teacher, teaching assistant, caretaker, cleaner, headteacher, priest, altar server, reader, choir, recycling, litter, respectful ,graffiti</p> <p>Job, work, community, money, boys, girls, equality, created by God, unique, strengths, gifts talents, satisfaction, fulfilment God's call, vocation, God's plan</p>
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<ul style="list-style-type: none"> God has given us all strengths, gifts and talents to do His work 	
Assessment	<p>The communities I live in.</p> <ul style="list-style-type: none"> All children will understand that they belong to different communities. Most children will understand that their actions/inactions can help/harm the communities they are part of. Some children will demonstrate a deeper understanding of their roles and responsibilities in different communities, and show a duty of care for the world in which we live. <p>Who will I be?</p> <ul style="list-style-type: none"> All children will understand that a job is a way to earn money to pay for things. Most children will understand that we can use our unique gifts, strengths and talents in our chosen work and that a job can give satisfaction and fulfilment, as well as money. Some children will show a greater understanding that our gifts come from God and He wants us to use our gifts to look after each other and the world.

Year 1/2 - Year 2 only

KEY KNOWLEDGE AND SKILLS	KEY VOCABULARY
<p><u>Module 1 Unit 2 - ME, MY BODY AND MY HEALTH</u></p> <p>Girls and Boys - Session 2 Only</p> <ul style="list-style-type: none"> That our bodies are good The names of our body parts That girls and boys have been created by God to be both similar and different, together making up the richness of the human family 	<p>similarities differences gender stereotypes equal value worth favourite interests personality physical appearance shoulders legs arms ears head etc</p> <p>OPTIONAL VOCABULARY VERSION 2</p>

	genitalia scientific penis testicles vulva vagina urethra private
Assessment	<ul style="list-style-type: none"> • All children will know that their bodies, created by God, are good. • Most children will be able to name taught body parts and describe how they can be used/what they are. • Some children will demonstrate foreknowledge of body parts and confidently offer opinions around gender stereotypes.