

ST.HUGH'S CATHOLIC PRIMARY – Life to the Full
Year 2

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 God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness 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 1 Unit 2 - ME, MY BODY AND MY HEALTH</u></p> <p>I am unique</p> <ul style="list-style-type: none"> Children will learn that we are unique, with individual gifts, talents and skills <p>Girls and Boys</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 		unique special similarities differences individual gifts talents skills similarities differences gender stereotypes equal value worth favourite interests personality physical appearance shoulders legs arms ears head etc

richness of the human family

OPTIONAL VOCABULARY
VERSION 2
genitalia scientific penis testicles
vulva vagina urethra private

Clean and Healthy

- That our bodies are good and we need to look after them
- What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating
- The importance of sleep, rest and recreation for our health
- How to maintain personal hygiene

care, special, good, super,
balanced diet, clean, wash,
brush, sleep, teeth, hair, body,
hygiene, healthy

Assessment

I am unique

- All children will learn that we are each unique.
- Most children will understand that part of being unique means we each have individual gifts, talents and skills.
- Some children will be able to articulate what makes themselves and others unique in terms of their individual gifts, talents and skills as well as their physicality.

Girls and Boys

- 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.

Clean and Healthy

- All children will understand that they need to take good care of their bodies, which are special and created by God.
- Most children will be able to articulate various ways of keeping healthy and maintaining personal hygiene.
- Some children will be able to confidently reflect on aspects of their own lifestyle that are healthy/could be

	healthier.	
	<p>Module 1 Unit 3 - EMOTIONAL WELLBEING</p> <p>Feelings, Likes and Dislikes</p> <ul style="list-style-type: none"> • That it is natural for us to relate to and trust one another • That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • A language to describe our feelings <p>Feeling Inside Out</p> <ul style="list-style-type: none"> • Gain a basic understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character <p>Super Suzie Gets Angry</p> <ul style="list-style-type: none"> • Simple strategies for managing feelings and maintaining good behaviour • That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes • That Jesus died on the cross so that we would be forgiven 	<p>like/dislike, love/hate, prefer feelings, positive/negative loved, respected, safe, excited, frightened, worried, happy, sad, annoyed, bored, sleepy, disgusted, calm</p> <p>feelings, actions, choice, extremely, very, a little bit fight, angry, annoyed, negative, positive</p> <p>feelings, actions, consequences, choice, mistakes, sorry, forgiveness, God, Jesus, Sin, separate friends, Garden of Eden, die Cross Sacrament of Reconciliation</p>
<p>Assessment</p>	<p>Feelings, Likes and Dislikes</p> <ul style="list-style-type: none"> • All children will have a basic understanding of their own feelings, likes and dislikes. • Most children will show respect for the likes/dislikes of others, and understand that people might experience feelings differently. • Some children will demonstrate high emotional awareness through confident discussion of feelings, likes, dislikes and the needs of themselves and others. 	

	<p>Feeling Inside Out</p> <ul style="list-style-type: none"> • All children will understand that feelings and actions are two different things. • Most children will understand what it means to have choice over their actions, in spite of their feelings. • Some children will demonstrate a nuanced understanding of the range of intensity with which feelings can be experienced and share personal examples of times when they have chosen to act differently to how they felt. <p>Super Suzie Gets Angry</p> <ul style="list-style-type: none"> • All children will understand that choices have consequences. • Most children will be able to describe some simple strategies for managing feelings and maintaining good behaviour, including a basic understanding of the concept of forgiveness. • Some children will demonstrate empathy when discussing the feelings/actions of others and have a deeper level of understanding about how we can forgive others because God forgives us.
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<p>Module 1 Unit 4 - LIFE CYCLE</p> <p>Life cycles</p> <ul style="list-style-type: none"> • Learn and appreciate that there are natural life stages from birth to death, and what these are <p>Beginning and end</p> <ul style="list-style-type: none"> • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving <p>Changes.</p> <ul style="list-style-type: none"> • Change is a part of life. • Managing our feelings about change helps to prepare us for future changes. 	<p>Different, similar, special, growing, changing, God's plan, God's love, baby, child, teenager, adult, elderly person</p> <p>Beginning, ending, middle, birth, lifetime, death, heaven, God's love, baby, child, teenager, adult, elderly person, natural life cycle, grief, loss, sad, grumpy, angry, confused, hard to concentrate, lonely, shocked, puzzled, messy, hope</p>
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<ul style="list-style-type: none"> • God is with us as we change and grow 	Change, grow seasons, life-cycle, expected, unexpected, similarities, differences, God's plan, growing up, moving on, transition, manage feelings, emotions support
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Assessment	<p>Life Cycles</p> <ul style="list-style-type: none"> • All children will understand that there are different stages of life and what these are. • Most children will understand that these life stages from birth to death are part of God's plan for us, and be able to describe what different life stages are like. • Some children will be able to confidently reflect back on their own journey of growth look forward to future changes. <p>Beginning and end</p> <ul style="list-style-type: none"> • All children will understand what death is. • Most children will demonstrate an understanding of what the Christian faith says about death and eternal life. • Some children will demonstrate resilience and empathy when discussing death and grief. <p>Changes.</p> <ul style="list-style-type: none"> • All children will understand that change happens throughout life and will be able to talk simply about some changes they have experienced. • Most children will be able to identify feelings associated with change, acknowledge times they have managed change in the past and know how to seek support. • Some children will be able to talk positively about change and demonstrate an understanding that God is always with us as we grow and change.
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<p><u>Module 2 Unit 3 - LIFE ONLINE</u> Real life online</p>	Internet, network, computer, laptop, tablet, phone devices, online, offline, shopping,
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- That the internet connects us to others and helps us in lots of ways.
- Our feelings matter – both online and offline.
- That Jesus cares about our feelings and gives us peace

games, directions, social media, photos, email video, calls, instant messaging, videos real, feelings, happy, sad, annoyed, scared bored, disgusted, calm, trust, special, person, rules, peace

Rules to help

- Understand safe and unsafe situations, including online.
- Ask for adult help with anything that worries them or makes them feel unsafe

Safe, unsafe, online, offline, rules, help, internet, screen time, moderation, pop-ups, website games, appropriate, block, report, delete, warm, comforted, reassured, peaceful, happy, protected, free, tablet, laptop, phone, helmet, oven, gloves, seatbelt, sunscreen, hat, map, stop, look, listen, stabilisers, armbands

Assessment	<p>Real life online</p> <ul style="list-style-type: none"> • All children will understand what the internet is and be able to describe ways in which they like to use it. • Most children will understand and be able to describe feelings which might arise on and offline. • Some children will understand that our online activity is also ‘real life’, and have a growing understanding of how this means we should behave online. <p>Rules to help</p> <ul style="list-style-type: none"> • All children will understand that they should ask an adult about anything they encounter online that they are not sure about, or which makes them feel worried or unsafe. • Most children will understand that the internet can be used safely if we know some rules to keep us safe.
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<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>Needs and wants</p> <ul style="list-style-type: none"> • That money is valuable and is used as an exchange for needs and wants. • That wants and needs are different. • About spending and saving choices. • That God's love and the love we share with others is more valuable than anything. 	<p>receptionist, teacher, teaching assistant, caretaker, cleaner, headteacher, priest, altar server, reader, choir, recycling, litter, respectful ,graffiti</p> <p>Needs, wants, exchange, value, cost, choice, spend, save, give, important, valuable, look after, God's love</p>
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<p>Assessment</p>	<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>Needs and wants</p> <ul style="list-style-type: none"> • All children will recognise money and simply understand the difference between needs and wants. • Most children will understand the value of money, some spending and saving choices and know that some needs and wants are freely given. • Some children will demonstrate a greater understanding of how money choices impact on our lives and the lives of others, and that God's love and the love of family and friends is more valuable than any amount of money.
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