



Progression of skills RHSE / PHSE Life to the Full

	Early Years	Key Stage 1	LKS2	Upper KS2
Module 1 Religious Understanding	<p>Children can express that:</p> <ul style="list-style-type: none"> • We are created individually by God as part of His creation plan • We are all God's children and are special • Our bodies were created by God and are good • We can give thanks to God 	<p>Children can express that:</p> <ul style="list-style-type: none"> • We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • 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 	<p>Children can explain that:</p> <ul style="list-style-type: none"> • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God • In Baptism God makes us His adopted children and 'receivers' of His love • By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue) 	<p>Children can explain that:</p> <ul style="list-style-type: none"> • We were created individually by God who cares for us and wants us to put our faith in Him • Physically becoming an adult is a natural phase of life • Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!



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			<ul style="list-style-type: none"> • It is important to make a nightly examination of conscience 	
Module 1: Me, My Body, My Health	<p>Children can express that:</p> <ul style="list-style-type: none"> • We are each unique, with individual gifts, talents and skills • Whilst we all have similarities because we are made in God's image, difference is part of God's plan • That their bodies are good and made by God • The names of the parts of the body (not genitalia) • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That we are unique, with individual gifts, talents and skills • That our bodies are good • The names of the parts of our bodies (naming genitalia will depend on key decision made by individual schools) • That girls and boys have been created by God to be both similar and different and together make up the richness of the human family • 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 	<p>Children can explain:</p> <ul style="list-style-type: none"> • Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community • Self-confidence arises from being loved by God (not status, etc) • They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do <p>Year 4 onwards</p> <ul style="list-style-type: none"> • What the term puberty means • When they can expect puberty to take place • That puberty is part of God's plan for our bodies • Correct naming of genitalia • What changes will happen to boys during puberty • What changes will happen to girls during puberty 	<p>Children can explain:</p> <ul style="list-style-type: none"> • Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community • Self-confidence arises from being loved by God (not status, etc) • That human beings are different to other animals • About the unique growth and development of humans, and the changes that girls and boys will experience during puberty • About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately • The need for modesty and appropriate boundaries • How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene,



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				avoiding the overuse of electronic entertainment, etc.
Module 1: Emotional Well-being	<p>Children can express that:</p> <ul style="list-style-type: none"> • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • That it is natural for us to relate to and trust one another • A language to describe their feelings • An understanding that everyone experiences feelings, both good and bad • Simple strategies for managing feelings • Simple strategies for managing emotions and behaviour • That we have choices and these choices can impact how we feel and respond. • We can say sorry and forgive like Jesus 	<p>Children can explain:</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 • In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character • Simple strategies for managing feelings and for good behaviour • That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do • That Jesus died on the cross so that we would be forgiven 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That emotions change as they grow up (including hormonal effects) • A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action • What emotional well-being means; • That positive actions help emotional well-being (beauty, art, etc. lift the spirit) • That talking to trusted people helps emotional well-being (eg parents/carer/teacher/ parish priest) • That images in the media do not always reflect reality and can affect how people feel about themselves • That some behaviour is wrong, unacceptable, unhealthy and risky • That thankfulness builds resilience against feelings of envy, inadequacy and 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That images in the media do not always reflect reality and can affect how people feel about themselves • That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media • A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action • That some behaviour is wrong, unacceptable, unhealthy or risky • That emotions change as they grow up (including hormonal effects) • About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being • The difference between



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			insecurity, and against pressure from peers and the media	harmful and harmless videos and images The impact that harmful videos and images can have on young minds • Ways to combat and deal with viewing harmful videos and images
<i>Module 1: Life Cycles</i>	<p>Children can express that:</p> <ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult 	<p>Children can describe:</p> <ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That they were handmade by God with the help of their parents • How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception • How conception and life in the womb fits into the cycle of life 	<p>Children can explain:</p> <ul style="list-style-type: none"> • How a baby grows and develops in its mother's womb • About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life • Some practical help on how to manage the onset of menstruation <p>NON STATUTORY - schools should make their own choices over these:</p> <ul style="list-style-type: none"> • Basic scientific facts about sexual intercourse between a man and woman; • The physical, emotional,



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				moral and spiritual implications of sexual intercourse; • The Christian viewpoint that sexual intercourse should be saved for marriage.
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Module 2: Religious Understanding	Children can express that: <ul style="list-style-type: none"> • We are part of God's family • Jesus cared for others and wanted them to live good lives like Him • We should love other people in the same way God loves us 	Children can describe that: <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 	Children can explain: <ul style="list-style-type: none"> • That God loves, embraces, guides, forgives and reconciles us with him and one another • The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness • That relationships take time and effort to sustain • That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness 	Children can describe: <ul style="list-style-type: none"> • That God calls us to love others • Ways in which we can participate in God's call to us



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<p><i>Module 2: Personal Relationships</i></p>	<p>Children are able to describe:</p> <ul style="list-style-type: none"> • Special people (e.g. parents, carers, friends) and what makes them special • The importance of the nuclear family and of the wider family • The importance of being close to and trusting of 'special people' and telling them if something is troubling them • How their behaviour affects other people and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships • Different types of teasing and that all bullying is wrong and unacceptable • When they have been unkind to others and say sorry • That when we are unkind, we hurt God and should say sorry • When people are being unkind to them and others and how to respond • That we should forgive like Jesus forgives 	<p>Children are able to describe:</p> <ul style="list-style-type: none"> • '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 • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships • Different types of teasing and that all bullying is wrong and unacceptable • When they have been unkind and say sorry • When people are being unkind to them and others and how to respond • 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 	<p>Children can describe:</p> <ul style="list-style-type: none"> • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong • That there are different types of relationships including those between acquaintances, friends, relatives and family • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other • The difference between a group of friends and a 'clique' • Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying • Harassment and exploitation in relationships, including physical and emotional abuse and how to respond 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That pressure comes in different forms, and what those different forms are • That there are strategies that they can adopt to resist pressure • What consent and bodily autonomy means • Different scenarios in which it is right to say 'no' • How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships
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<p><i>Module 2: Keeping Safe</i></p>	<p>Children can explain:</p> <ul style="list-style-type: none"> • About safe and unsafe situations indoors and outdoors, including online • That they can ask for help from their special people • That they are entitled to bodily privacy • That they can and should be open with 'special people' they trust if anything troubles them • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest • That medicines should only be taken when a parent or doctor gives them to us • That medicines are not sweets • That we should always try to look after our bodies because God created them and gifted them to us • That there are lots of jobs designed to help us • That paramedics help us in a medical emergency • That First Aid can be used in non-emergency situations, as well as whilst waiting for an 	<p>Children can explain:</p> <ul style="list-style-type: none"> • Some safe and unsafe situations, including online • 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 • 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 • That medicines are drugs, but not all drugs are good for us • That alcohol and tobacco are harmful substances • That our bodies are created by God, so we should take care of them and be careful about what we consume • That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade • That if they require medical 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That their increasing independence brings increased responsibility to keep themselves and others safe • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • How to use technology safely • That bad language and bad behaviour are inappropriate • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • To judge well what kind of physical contact is acceptable or unacceptable and how to respond • That there are different people we can trust for help, 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That their increasing independence brings increased responsibility to keep themselves and others safe • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • What the term cyberbullying means and examples of it • What cyberbullying feels like for the victim • How to get help if they experience cyberbullying • What kind of physical contact is acceptable or unacceptable and how to respond • That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests • The effect that a range of substances including drugs,
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	ambulance	<p>help but it is not an emergency, basic first aid should be used instead of calling 999</p> <ul style="list-style-type: none">• Some basic principles of First Aid	<p>especially those closest to us who care for us, including our teachers and parish priest</p> <ul style="list-style-type: none">• That medicines are drugs, but not all drugs are good for us• That alcohol and tobacco are harmful substances• That our bodies are created by God, so we should take care of them and be careful about what we consume• That in an emergency, it is important to remain calm• That quick reactions in an emergency can save a life• How to help in an emergency using their First Aid knowledge	<p>tobacco and alcohol can have on the body</p> <ul style="list-style-type: none">• How to make good choices about substances that will have a positive impact on their health• That our bodies are created by God, so we should take care of them and be careful about what we consume• How they may come under pressure when it comes to drugs, alcohol and tobacco• That they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies• That the recovery position can be used when a person is unconscious but breathing• That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance
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Module 3: Religious Understanding	<p>Children can express:</p> <ul style="list-style-type: none">• That God is love: Father, Son and Holy Spirit• That being made in His image means being called to be loved and to love others• What a community is, and that God calls us to live in community with one another• Some Scripture illustrating the importance of living in a community• That no matter how small our offerings, they are valuable to God and He can use them for His glory	<p>Children can explain</p> <ul style="list-style-type: none">• That God is love: Father, Son and Holy Spirit• That being made in His image means being called to be loved and to love others• 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 who is my neighbour	<p>Children can describe that:</p> <ul style="list-style-type: none">• God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self- giving relationship'• The human family can reflect the Holy Trinity in charity and generosity• The Church family comprises home, school and parish (which is part of the diocese)	<p>Children can explain:</p> <ul style="list-style-type: none">• That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity• That the Holy Spirit works through us to bring God's love and goodness to others• The principles of Catholic Social Teaching• That God formed them out of love, to know and share His love with others
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<p><i>Module 3: Wider World</i></p>	<p>Children can express:</p> <ul style="list-style-type: none"> • That they belong to various communities, such as home, school, parish, the wider local area, nation and the 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 they live 	<p>Children can explain:</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.) • What harms and what improves the world in which we live in simple terms 	<p>Children can explain:</p> <ul style="list-style-type: none"> • That God wants His Church to love and care for others • Practical ways of loving and caring for others 	<p>Children can explain:</p> <ul style="list-style-type: none"> • How to apply the principles of Catholic Social Teaching to current issues • Ways in which they can spread God's love in their community
<p><i>PSHE Criteria not covered in Life to the Full</i></p>		<p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better - Covered in RE</p> <p>H27. about preparing to move to a new class/year group – Transition Days</p> <p>R15. how to respond safely to adults they don't know School Rules / RE / Kids Safe</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction – Covered in Year Four</p> <p>H41. strategies for keeping safe in the local environment or</p>	<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>H45. that female genital mutilation (FGM) is against</p>



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		<p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/ vaping (science?)</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to</p>	<p>British law, what to do and whom to tell if they think they or someone they know might be at risk³</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against</p>
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			<p>people who are worried about this for themselves or others</p> <p>R21. about discrimination: what it means and how to challenge it – probably covered in curriculum discussion</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws – class induction / ongoing relating to rules?</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that</p>	<p>others; ways of responding to it if witnessed or experienced</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>
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			<p>connected devices can share information</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L25. to recognise positive things about themselves and their</p>	<p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in</p>
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			<p>achievements; set goals to help achieve personal outcomes – Ongoing in class</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their</p>	<p>which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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			<p>future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	
			<p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>	