

Saint Clare's Catholic Primary School – Human, Relationships and Sex Education

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to hear about God's wonderful world.</p> <p>Respect each other, respect adults.</p> <p>Learn to say sorry.</p> <p>Form, and experience good relationships with peers/adults in the school community</p> <p>Learn to take responsibility for choices and actions.</p> <p>Know that they are special within their family and the community.</p> <p>Experience and recognise prayer is talking and listening to God.</p> <p>Be children who notice others and can think about others.</p> <p>Be children who know some things about God/ who choose kindness/ who know what the truth means.</p> <p>Be children who can talk about why they are feeling happy/sad/children who do our best.</p> <p>Responsibilities for their own health which include physical health, such as why hand washing is important, why diet and exercise matter and the importance of dental care</p>	<p>Think about their behaviour, recognise the choices they make and how these affect other people (CORE 1)</p> <p>Know that they are special people made in the image and likeness of God (CORE 1)</p> <p>Know that they are individuals and that they have gifts and abilities (CORE 1)</p> <p>Notice the ways in which they are the same as or different from other people (CORE 1)</p> <p>Notice they have talents and they can grow in these talents (CORE 1)</p> <p>Communicate their feelings to others (CORE 1)</p> <p>To know the difference between sharing a serious incident and telling tales (CORE 2)</p> <p>Their belonging in various groups as communities such as home, school and Parish. (CORE 2)</p> <p>That sometimes they need to say sorry to people because of their behaviour (CORE 2)</p> <p>Pupils are growing in understanding about their part in their family (CORE 2)</p> <p>Who to go to if they are worried. Who to go to if they are unhappy about being teased or bullied (CORE 2)</p> <p>The belief that they have worth as a creation of God (CORE 3)</p> <p>That their life has a purpose and to fulfil this purpose they must keep themselves safe physically and through growing in self-confidence. (CORE 3)</p> <p>Responsibilities for their own health which include mental and physical health, such as why hand washing is important, why diet and exercise matter and the importance of dental care (CORE 3)</p> <p>The rights and wrongs of keeping safe and rules for and ways of keeping safe (including online). (CORE 3)</p>	<p>To know their responsibilities and be curious about themselves and their purpose in the world (CORE 1)</p> <p>Think about their behaviour, recognise the choices they make and how these affect other people (CORE 1)</p> <p>To respect and seek to understand difference (CORE 1)</p> <p>Care about the feelings of others and know how Jesus cared for people (CORE 1)</p> <p>To develop their relationship with God through prayer, acts of worship and the choices they make about behaviour (CORE 2)</p> <p>To know when saying 'No' is OK to peers and adults (CORE 2)</p> <p>To know how their behaviour can hurt other people physically and emotionally and how other people can hurt them (CORE 2)</p> <p>To recognise unkind behaviour, either by them, towards them or others, how to respond, who to tell and what to say (CORE 2)</p> <p>That teasing and bullying are unkind behaviours because they cause distress and how to resist joining in with teasing or bullying if they experience or witness it (CORE 2)</p> <p>That things they do can hurt themselves and others (CORE 2)</p> <p>That sometimes they need to say sorry because of their behaviour (CORE 2)</p> <p>To know the difference between sharing a serious incident and telling tales (CORE 2)</p> <p>That they are responsible for their immediate environment ((CORE 2)</p> <p>The belief that they have worth as a creation of God (CORE 3)</p> <p>Names for the main parts of the body and that they boys and girls are equally part of God's creation (CORE 3)</p> <p>How to recognise the difference between secrets and surprises and the importance of not keeping adult secrets only surprises. (CORE 3)</p>	<p>Take increased responsibility for their safety and that of others (CORE 1)</p> <p>Value themselves as a child of God, believing life is precious and their body is God's gift to them. Begin to be thankful for the gifts of God. (CORE 1)</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond and ask for help (CORE 2)</p> <p>To be aware of different types of relationships for staying healthy and safe and they may be supported by other agencies to maintain wellbeing (CORE 2)</p> <p>To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares (CORE 2)</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond (CORE 2)</p> <p>That, with their family, they share responsibility for staying healthy and safe. To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares. (CORE 2)</p> <p>That being truthful includes knowing when to keep a secret, when not agree to this and when it is right to break a confidence or break a secret (CORE 3)</p> <p>That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal. (CORE3)</p> <p>That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God (CORE 3)</p> <p>That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media).(Core 3)</p> <p>That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand the concept of a balanced lifestyle. (CORE 3)</p>	<p>To understand that they can choose to have a friendship with God (CORE 1)</p> <p>To recognise cause and effect in their actions and take personal responsibility (CORE 1)</p> <p>To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, gender identity, sexual orientation and disability (Equality Act 2010) (CORE 1)</p> <p>To be aware of different types of relationships including those between acquaintances, friends, relatives and family (CORE 2)</p> <p>To value the diversity of national, religious and ethnic identities in the United Kingdom and beyond. (CORE 2)</p> <p>To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares (CORE 2)</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond (CORE 2)</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond (CORE 2)</p> <p>Know the rituals celebrated in Church that mark life, particularly birth, marriage and death and that these are part of Christian beliefs (CORE 2)</p> <p>That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God (CORE 3)</p> <p>That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media).(Core 3)</p> <p>How British law plays a role in protecting human rights (Core 3)</p>	<p>Begin to be thankful for the gifts of God (CORE 1)</p> <p>Identify, name and respond appropriately to a wider range of feelings in themselves and in others (CORE1)</p> <p>To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see Equality Act 2010) (CORE 1)</p> <p>To be aware of different types of relationships including those between acquaintances, friends, relatives and family (CORE 2)</p> <p>To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares (CORE 2)</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond (CORE 2)</p> <p>Know the rituals celebrated in Church that mark life, particularly birth, marriage and death and that these are part of Christian beliefs (CORE 2)</p> <p>To learn about forgiveness, recognising its importance in relationships and know something about Jesus' teaching on forgiveness (CORE 2)</p> <p>That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God (CORE 3)</p> <p>That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal (CORE 3)</p> <p>That being truthful includes knowing when to keep a secret, when not agree to this and when it is right to break a confidence or break a secret (CORE 3)</p> <p>That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media).(Core 3)</p> <p>How British law plays a role in protecting human rights (Core 3)</p>	<p>Value themselves as a child of God, believing life is precious and their body is God's gift to them. (Core 1)</p> <p>Be thankful for the gifts of God (CORE1)</p> <p>Understand that they can choose to have a friendship with God.(CORE 1)</p> <p>To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see Equality Act 2010) (CORE 1)</p> <p>To know that they are part of many local, national and international communities (CORE 2)</p> <p>Pupils should understand that being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being a in a group means taking part in making and changing rules. (CORE 2)</p> <p>To be aware of different types of relationships including those between acquaintances, friends, relatives and family (CORE 2)</p> <p>To learn about forgiveness, recognising its importance in relationships and know something about Jesus' teaching on forgiveness (CORE 2)</p> <p>Marriage can be a civil union, a public demonstration of the free commitment made between two people who love and care for each other who want to spend their lives together and are of legal age to make that commitment (CORE 2)</p> <p>That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God (CORE 3)</p> <p>About what puberty involves and how their body and emotions will change as they approach and move through puberty, growing into adults.(CORE 3)</p> <p>About change including transitions (between key stages and schools) loss, separation, divorce and bereavement (Core 3)</p> <p>That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media).(Core 3)</p> <p>How British law plays a role in protecting human rights (Core 3)</p>

Core theme 1: Growing in love for myself and God.

Core theme 2: Growing in love for family, friends, faith and community.

Core theme 3: Growing in love for my character and well-being.