



## Curriculum Knowledge Overview: Human Relationships and Sex Education

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>To know that everyone has a right to learn. To know how to work with others. To know it is important to be kind. To know what being responsible means.</p> <p>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> <p><b>Self Image and Identity</b> Children will recognise that there may be people online who could make someone feel sad, embarrassed or upset. Children will recognise online or offline that they can say no to someone who makes them feel sad or uncomfortable. Children can give examples of when to speak to a trusted adult if something happens online that makes them feel uncomfortable.</p>	<p>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! Our bodies are good and made by God. The names of the parts of the body (not genitalia). Our bodies are good and we need to look after them. What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene. We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) 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. That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus.</p>	<p>That there are natural life stages from birth to death, and what these are.</p> <p>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 To identify 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 is 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. About different types of teasing and that all bullying is wrong and unacceptable. To recognise when they have been unkind to others and say sorry. That when we are unkind, we hurt God and should say sorry. That we should forgive like Jesus forgives.</p> <p><b>Online Bullying</b> Children can describe ways how some people can be unkind online. Children can offer examples of how this can make others feel. Children can explain why it is important to be considerate to people both online and offline and to respect their choices. Children can explain why things that one person finds funny or</p>	<p>That they can ask for help from their special people. To know 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. Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies because God created them and gifted them to us. There are lots of jobs designed to help us. Paramedics help us in a medical emergency. First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance.</p> <p><b>Self Image and Identity</b> Children can explain how people may look and act differently online. Children can give examples of issues online that might make someone feel uncomfortable etc and can give examples of how they might get help.</p>	<p>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. No matter how small our offerings, they are valuable to God and He can use them for His glory. 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>	<p>To know it is important to persevere. To know how to set a simple goal. To know how to encourage others. To know about jobs I might like to do when I am older. To know what it means to feel proud. To know what I am looking forward to on Year 1.</p>

			<p>sad online and offline may not be seen in the same way as others. Children can describe ways that some people can be unkind online and offline. Children can give examples of how this can make others feel.</p>			
<b>1 and 2</b>	<p>To understand our rights and responsibilities. Y1 To understand choices that I make have consequences. Y2 To contribute their own ideas about rewards and consequences. Y2 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>	<p>To learn that we are unique, with individual gifts, talents and skills. Our bodies are good; The names of the parts of our bodies (not genitalia Year 1). (Names of genitalia penis, testicles, vagina). 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>	<p>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 Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. 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. Children will know and appreciate that there are natural life stages from birth to death, and what these are. <b>Online Bullying</b> Children can explain what bullying is both online and offline, how people may bully others and how bullying can make someone feel. Children can explain why anyone who experiences bullying online or offline is not to blame. Children can talk about how anyone experiencing bullying online or offline can get help.</p>	<p>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. 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. 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. 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; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives. To understand 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.</p>	<p>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. Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume. They should call 999 in an emergency and ask for ambulance, police and/or fire brigade. 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 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. 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 who is my neighbour. 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.);</p>	<p>To know they all have dreams and goals and can work to achieve them. To know how to set simple, realistic goals and to know how to work well. To identify obstacles that make teamwork difficult. To recognise what success feels like. To identify what I am looking forward to in my next class.</p>

					About what harms and what improves the world in which we live.	
<b>3 and 4</b>	<p>To recognise their worth and identify positive things about themselves.</p> <p>To face new challenges positively, make responsible choices and ask for help when necessary.</p> <p>To understand why rules are needed and how they relate to rights and responsibilities.</p> <p>To understand that actions affect themselves and others.</p> <p>To understand the different roles that people have in our school community.</p> <p>To understand how democracy works through the school council and how it benefits the school community.</p>	<p>We are created individually by God who is Love, designed in His own image and likeness;</p> <p>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);</p> <p>Every human life is precious from the beginning of life (conception) to natural death;</p> <p>Personal and communal prayer and worship are necessary ways of growing in our relationship with God;</p> <p>In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue);</p> <p>That in Baptism God makes us His adopted children and 'receivers' of His love.</p> <p>That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds. (human virtue)</p> <p>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community;</p> <p>About the 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> <p><b><u>Year 4 only</u></b></p> <p><b>Understand that puberty is part of God's plan for our bodies.</b></p> <p><b>Learn correct naming of genitalia;(penis, testicles, vagina, vulva)</b></p> <p><b>Learn what changes will happen to boys during puberty;</b></p> <p><b>Learn what changes will happen to girls during puberty. <u>Year 4 Only</u></b></p>	<p>That emotions change as they grow up (including hormonal effects);</p> <p>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;</p> <p>What emotional well-being means;</p> <p>Positive actions help emotional well-being (beauty, art, etc. lift the spirit);</p> <p>Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).</p> <p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Some behaviour is wrong, unacceptable, unhealthy and risky;</p> <p>Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</p> <p>That they were handmade by God with the help of their parents;</p> <p>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception;</p> <p>How conception and life in the womb fits into the cycle of life;</p> <p>That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.</p> <p>That Jesus loves, embraces, guides, forgives and reconciles us with him and one another;</p> <p>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness;</p> <p>That relationships take time and effort to sustain;</p> <p>We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p>	<p>Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;</p> <p>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> <p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe;</p> <p>How to use technology safely;</p> <p>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;</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>How to use technology safely;</p> <p>That bad language and bad behaviour are inappropriate;</p> <p>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;</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond;</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.</p> <p>Medicines are drugs, but not all drugs are good for us.</p> <p>Alcohol and tobacco are harmful substances.</p> <p>Our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>In an emergency, it is important to remain calm.</p> <p>Quick reactions in an emergency can save a life.</p>	<p>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship';</p> <p>The human family is to reflect the Holy Trinity in mutual charity and generosity.</p> <p>That the human family is to reflect the Holy Trinity in mutual charity and generosity;</p> <p>The Church family comprises of home, school and parish (which is part of the diocese).</p> <p>To know that God wants His Church to love and care for others.</p> <p>To devise practical ways of loving and caring for others.</p> <p>To know about a person who has faced difficult challenges and has achieved success.</p> <p>To know what dreams/ambitions are important to me.</p> <p>To know how to break down a goal into a number of achievable steps. Year 3</p> <p>To know that hopes and dreams do not always come true and this can hurt.</p> <p>To know how disappointment feels.</p> <p>To know how to cope with disappointment.</p>	<p>To know that I am responsible for my own learning.</p> <p>To know what obstacles might hinder my achievement and how to overcome them.</p> <p>To know how to reflect on their learning and how to improve.</p> <p>To identify what they are looking forward to in the next class.</p>

			<p>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'.</p> <p><b>Online Bullying</b> Children can describe appropriate ways to behave to other people online and offline and why this is important. Children can give examples of how bullying behaviour could appear and how to get support. Children can recognise when someone is upset hurt or angry online. Children can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them(their reputation).</p> <p><b>Online Relationships</b> Children can describe ways people who have similar likes and interests can get together online. Children can explain what it means to know 'someone' online and why this might be different from knowing 'someone' offline. Children can explain what is meant by 'trusting someone online' and why this is different from 'liking someone online' and why it is important to be careful about who to trust online including what information and content they are trusted with. Children can explain why someone may change their mind about trusting anyone with something of they feel uncomfortable etc. Children can explain how someone's feeling can be hurt by what is said or written online or offline.</p>	<p>Children can help in an emergency using their First Aid knowledge.</p> <p><b>Self Image and Identity</b> Children can explain what is meant by the term 'identity' and can explain how their online identity can be different from their offline identity. Children can explain how people can represent themselves in different ways online. Children can explain ways in which someone might change their identity depending on what they are doing online (gaming, avatar) and why. Children can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. Children can explain that others online can pretend to be someone else, including their friends and can suggest reasons why they might do this.</p>		
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<p><b>5 and 6</b></p>	<p>To know what they value most about their school and identify hope for this school year.  To understand their rights and responsibility as a citizen of this country.  To know that other people's lives may be different to their own.  To understand how rewards and consequences feel.  To understand their actions affect themselves and others.  To understand how democracy benefits the school community.  To know there are universal rights for children but for many children these rights are not met.</p>	<p>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!  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 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.  That human beings are different in kind to other animals;  About the unique growth and development of humans, and the changes that 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, avoiding the overuse of electronic entertainment, etc.</p>	<p>To recognise 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  To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.  That some behaviour is wrong, unacceptable, unhealthy or risky.  Emotions change as they grow up (including hormonal effects);  To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;  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 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.  <b>Online Relationships</b>  Children can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p>	<p>How a baby grows and develops in its mother's womb.(egg, sperm, fallopian tube, embryo, fetus, implantation, placenta, umbilical cord)  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.  To know that God calls us to love others.  To know ways in which we can participate in God's call to us.  Pressure comes in different forms, and what those different forms are;  There are strategies that they can adopt to resist pressure.  Understand what consent and bodily autonomy means;  Discuss and reflect on different scenarios in which it is right to say 'no'.  Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;  <b>Online Bullying</b>  Children can recognise online bullying can be different to bullying in the physical world and can describe some of the differences.  Children can describe how what one person perceives as playful joking including banter might be perceived by others as bullying.  Children can explain how anyone can get help if they are being bullied online or offline and identify when to tell a trusted adult.</p>	<p>To recognise 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.  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, especially those closest to us who care for us, including parents, teachers and priests.  Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.  Learn how to make good choices about substances that will have a positive impact on their health.  Know that our bodies are created by God, so we should take care of them and be careful about what we consume.  Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco.  Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies  The recovery position can be used when a person is unconscious but breathing.  DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.  Children will know that God is Trinity - a community of persons  Children will know that the Church is the Body of Christ -</p>	<p>To know they will need money to achieve some dreams.  To know about a range of jobs.  To know how education will help to build their future.  To know about dreams and goals of other people from a different culture.  To know how we can support others.  To know their learning strengths and can set challenging but realistic goals for themselves.  To work out the learning steps needed to reach their learning goal.  To know about problems in the world that may concern them.  To know some ways in which they can work with other people to help make the world a better place.  To know what other people like or admire about them.  To know how to prepare emotionally for changes next year.</p>
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					<p>Children will develop a deeper understanding of Catholic Social Teaching.</p> <p><b><u>Self Image and Identity</u></b></p> <p>Children can explain how identity online can be copied, modified or altered.</p> <p>Children can demonstrate how to make responsible choices about having and online identity depending on context.</p> <p>Children can identify and critically identify online content relating to gender, race, religion, disable, culure and other groups and explain why it is important to challenge and reject inappropriate representations online.</p> <p>Children can describe issues online that could make anyone feel uncomfortable etc and can give examples of how to give help both online and offline.</p> <p>Children can explain the importance of asking until they get the help they need.</p> <p>Children can identify a range of ways and access support about bullying both in school and at home.</p> <p>Children can describe the <b>helpline services</b> which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	
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