



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Growth Mindset	PSED/Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. PSED/Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	To say what a growth mindset and a fixed mindset is. To know how it feels to fail and how it feels when I improve my learning. To set myself a challenge.	To know what I can do to have a Growth Mindset, not a Fixed Mindset. To know that making mistakes helps me to learn. To know that girls and boys can have any job they want to work for. To know what making a good effort looks like.	To know how someone feels when they fail, and I can identify ways of encouraging someone to try. To know what happens in your brain when you are learning, and what happens inside the brain in a fixed and growth mindset. To understand that making mistakes is part of the learning process. To identify barriers to learning and to develop ways to overcome these.	To know that failure is an important part of the learning process. To know the strategies for persevering and learning when I make a mistake. To know the words that can restrict us as learners but can help us to learn. To know what makes an effective learner. To know what happens in the brain when we learn something new. To discuss whether we can learn to do certain things or whether we are born to do them.	To reflect on different mindsets and identify my own strengths. To explore different stereotypes and how to use your growth mindset to overcome these. To identify the growth mindset characteristics of an effective teacher. To identify parts of the brain, understanding the impact learning has on each part. To debate what it means to be a failure.	To know the impact of words and phrases on our mindset. To identify what is important for me as an individual learner. To know how to identify and overcome my barriers to learning. To create a definition of learning; creating a way of explaining learning to younger children. To consider my opinion of the importance of the brain as a learning tool.



PSED/Self-Regulation

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

PSED/Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

UTW/Past and Present

Talk about the lives of the people around them and their roles in society.

UTW/People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Foundation:

To know we should love other people in the same way as God loves us. To identify 'special people' and what makes me special. To know the importance of nuclear and wider family. To recognise the importance of being close to and trusting special people and telling them if something is troubling me. To identify the characteristics of positive and negative relationships. To know there are different types of teasing and that all bullying is wrong and unacceptable. To recognise when we have been unkind and know when to say sorry. To recognise when people are being unkind and how to respond. To understand safe and unsafe situations, including online. To know the difference between 'good' and 'bad' secrets and that we can and should be open with 'special people' we trust if anything troubles them. To know how to resist pressure when feeling unsafe. To know we are entitled to bodily privacy. To know 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. To know medicines are drugs, but not all drugs are good for us. To know Alcohol and tobacco are harmful substances. To understand our bodies are created by God, so we should take care of them and be careful about what we consume. To call 999 in an emergency and ask for ambulance, police and/or fire brigade. To know that if we require medical help but it is not an emergency, basic first aid should be used instead of calling 999. To know some basic principles of First Aid.

Revisit and develop:

To know we should love other people in the same way as God loves us. To identify 'special people' and what makes me special. To know the importance of nuclear and wider family. To recognise the importance of being close to and trusting special people and telling them if something is troubling me. To identify the characteristics of positive and negative relationships. To know there are different types of teasing and that all bullying is wrong and unacceptable. To recognise when we have been unkind and know when to say sorry. To recognise when people are being unkind and how to respond. To understand safe and unsafe situations, including online. To know the difference between 'good' and 'bad' secrets and that we can and should be open with 'special people' we trust if anything troubles them. To know how to resist pressure when feeling unsafe. To know we are entitled to bodily privacy. To know 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. To know Medicines are drugs, but not all drugs are good for us. To know Alcohol and tobacco are harmful substances. To understand our bodies are created by God, so we should take care of them and be careful about what we consume. To call 999 in an emergency and ask for ambulance, police and/or fire brigade. To know that if we require medical help but it is not an emergency, basic first aid should be used instead of calling 999. To know some basic principles of First Aid

Foundation:

To know the importance of forgiveness and reconciliation in relationships. To know that relationships take time and effort to sustain. To know ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong. To know that there are different types of relationships including those between acquaintances, friends, relatives and family. To know that that good friendship is when both persons enjoy each other's company and also want what is truly best for the other. To know the difference between a group of friends and a 'clique'. To know that all bullying is wrong, and how to respond to bullying. To learn about harassment and exploitation in relationships and how to respond. To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. To know how to use technology safely. To know 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. To know how to report and get help if we encounter inappropriate materials or messages. To know that bad language and bad behaviour are inappropriate. To judge well what kind of physical contact is acceptable or unacceptable and how to respond. To know 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. To know medicines are drugs, but not all drugs are good for us. To know alcohol and tobacco are harmful substances. To understand in an emergency, it is important to remain calm. To know that quick reactions in an emergency can save a life. To show that children can help in an emergency using their First Aid knowledge of bites and stings.

Revisit and develop:

To know the importance of forgiveness and reconciliation in relationships. To know that relationships take time and effort to sustain. To know ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong. To know that there are different types of relationships including those between acquaintances, friends, relatives and family. To know that that good friendship is when both persons enjoy each other's company and also want what is truly best for the other. To know the difference between a group of friends and a 'clique'. To know that all bullying is wrong, and how to respond to bullying. To learn about harassment and exploitation in relationships and how to respond. To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. To know how to use technology safely. To know 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. To know how to report and get help if we encounter inappropriate materials or messages. To know that bad language and bad behaviour are inappropriate. To judge well what kind of physical contact is acceptable or unacceptable and how to respond. To know 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. To know medicines are drugs, but not all drugs are good for us. To know alcohol and tobacco are harmful substances. To understand in an emergency, it is important to remain calm. To know that quick reactions in an emergency can save a life. To know children can help in an emergency using their First Aid knowledge of Asthma.

Foundation:

To know that God calls us to love others. To know ways in which we can participate in God's call to us. To know that pressure comes in different forms, and what those different forms are. To know that there are strategies that they can adopt to resist pressure. To understand what consent and bodily autonomy means. To discuss and reflect on different scenarios in which it is right to say 'no'. To learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions. To apply this approach to personal friendships and relationships. To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. To know how to use technology safely. To know what the term cyberbullying means and examples of it. To know what cyberbullying feels like for the victim. To know to get help if they experience cyberbullying. To be able to describe what is appropriate and inappropriate physical contact. To know there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests. To understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. To learn how to make good choices about substances that will have a positive impact on their health. To know that our bodies are created by God, so we should take care of them and be careful about what we consume. To recognise how they may come under pressure when it comes to drugs, alcohol and tobacco. To learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies. To use my First Aid knowledge to respond to an injury involving bleeding.

Revisit and Develop:

To know that God calls us to love others. To know ways in which we can participate in God's call to us. To know that pressure comes in different forms, and what those different forms are. To know that there are strategies that they can adopt to resist pressure. To understand what consent and bodily autonomy means. To discuss and reflect on different scenarios in which it is right to say 'no'. To learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions. To apply this approach to personal friendships and relationships. To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. To know how to use technology safely. To know what the term cyberbullying means and examples of it. To know what cyberbullying feels like for the victim. To know to get help if they experience cyberbullying. To be able to describe what is appropriate and inappropriate physical contact. To know there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests. To understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. To learn how to make good choices about substances that will have a positive impact on their health. To know that our bodies are created by God, so we should take care of them and be careful about what we consume. To recognise how they may come under pressure when it comes to drugs, alcohol and tobacco. To learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies. To know the recovery position can be used when a person is unconscious but breathing.



Physical Health and Well-Being	PSED/Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	To know that 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. To know that we are created individually by God. To learn that we are unique, with individual gifts, talents and skills. I know the names of the parts of our bodies. I know 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. I know our bodies are good and we need to look after them. I know what it means to have a healthy lifestyle. I know the importance of sleep, rest and recreation for our health. I know how to maintain personal hygiene.	To know that it is natural for us to relate to and trust one another. To understand that we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc). To use language to describe our feelings. To have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. To use 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. To know and appreciate that there are natural life stages from birth to death, and what these are.	To know we are created individually by God who is Love, designed in His own image and likeness. To know that every human life is precious from the beginning of life (conception) to natural death. To know 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). To know that by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). To know that similarities and differences between people arise as they grow and make choices, and that by living and working together we create community. To know self-confidence arises from being loved by God. To know 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.	To know what the term puberty means. To know when they can expect puberty to take place. To understand that puberty is part of God's plan for our bodies. To learn correct names of the genitalia. To learn what changes will happen to boys during puberty. To learn what changes will happen to girls during puberty. To know that we are handmade by God with the help of our parents. To know how a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception. To know how conception and life in the womb fits into the cycle of life.	To know they were made to love and be loved. 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). To know that human beings are different to other animals. To know the unique growth and development of humans, and the changes that girls will experience during puberty. To understand the need to respect our bodies as a gift from God to be looked after well, and dressed appropriately. To understand about the unique growth and development of humans, and the changes that boys will experience during puberty. To understand the need to respect their bodies as a gift from God to be looked after well, and treated appropriately. To know the need for modesty and appropriate boundaries. To know 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. To understand how to make good choices that have an impact on our health.	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. To know that thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media. To deepen understanding of the range and intensity of our feelings; that 'feelings' are not good guides for action. To understand that some behaviour is wrong, unacceptable, unhealthy or risky. To know that emotions change as they grow up (including hormonal effects). To understand openness with trusted parents/carers/teachers when worried ensures healthy well-being. To know a baby grows and develops in its mother's womb. To understand the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life. To understand how to manage the onset of menstruation.



Living in a Wider World	UTW/People, Culture and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	To understand the meaning of the word community. To identify the main features of their surrounding area. To discuss what they like and dislike in their community. To learn about the people in our community who can help us. To learn how to ask for help when they need it. To know how and when to make a 999 call. To understand why rules and laws are made. To learn about different types of rules and rule makers. To think about the good and bad points of having rules. To understand what the word vote means. To understand why and how we might take a vote. To understand when we might vote in a real-life situation.	To understand environmental issues affecting planet Earth. To understand the problems caused by litter. To take responsibility for cleaning the environment. To understand the term habitat and I can identify habitats in the UK and animals which are suited to them. To understand the importance of saving energy. To understand to explore the potential consequences of plastic pollution. To understand the difference between wants and needs. To think about where money comes from. To think about why people might save money. To understand the idea of generosity. To think of how we do not need money to be generous. To think about how generosity can make the world a better place.	To understand the role that trees play in supporting life on Earth. To understand the importance of trees to human lives. To research deforestation and its effect on the world. To create a forestry renewal campaign. To understand the term endangered species and the threat to local habitats. To research a local habitat and be involved in a local habitat renewal. To understand what it means to be inspirational. To know how Mary Seacole overcame prejudice to help others. To know how Florence Nightingale overcame prejudice to help others. To learn that individuals can challenge unjust systems and create fairer societies by exploring Nelson Mandela's struggle against apartheid. To consider that there are different points of view about famous people in history and that struggles for freedom are not necessarily peaceful.	To understand the term 'cultural diversity'. To research historical events that have contributed to the diverse population of the UK. To appreciate how diversity has enriched British culture. To understand the term stereotype and to identify stereotypes. To consider the negative effects of stereotypes; To challenge stereotypes through research and discussion. To understand the terms greenhouse effect, climate change and fossil fuels. To explore different ways that they can personally take responsibility for tackling climate change. To explore the impact of climate change both locally, nationally and internationally. To explore what the government and other organisations are doing in response to climate change. To explore different ways that we can personally take responsibility for tackling climate change.	To understand the term society and to consider the benefits of living in a society. To identify roles that are essential to a strong society. To research a career of my choice that supports society. To recognise the role of voluntary, community and pressure groups. To recognise and challenge stereotypes. To know that similarities and differences between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. To know what democracy means and how I can participate in our democracy. To know how a general election works. To know the different roles of parliament, government and the justice system. The historical and political significance of the Suffragette Movement. To understand what tax is and what it funds in the UK. To consider how taxes would be best spent in our local area.	To understand the terms 'rights' and 'responsibilities'. To appreciate how rights are balanced against responsibilities. To learn that we all have human rights which are set out in the Universal Declaration of Human Rights. To understand what is meant by rights being in conflict. To understand the term discrimination and to be able to describe and identify examples of discrimination. To explore the impact of discrimination on individuals and society by understanding the Equality Act. To understand my attitude can affect how I feel about the change. To identify my hopes and dreams for secondary school. To understand who is part of my safe place and who I can trust if times get tough. To know how to bounce back when we face challenges. To research new facts about my new school To know I may keep my old friends and make new friends. To understand how I must keep myself well in Secondary School. To recognise my worth as an individual by recognising positives about myself.
Key Vocabulary	Feelings, taking turns, friendship, community, rules, healthy, unhealthy, clean, dentist, wash,	Growth mindset, fixed mindset, fail, special people, safe, bullying, sorry, private, secret, medicine, emergency, unique, gifts, healthy, sleep, hygiene, community, rules, vote,	Mistakes, effort, nuclear family, teasing, pressure, alcohol, tobacco, ambulance, First Aid, tastes, consequences, forgiveness, birth, death, environment, litter, habitat, energy, pollution, generosity,	Brain, learning process, barriers, forgiveness, independence, technology, media, harmful substance, likeness, conception, vocation, virtue, self-confidence, deforestation, forestry, prejudice, unjust, apartheid,	Persevering, effective learner, neurons, reconciliation, harassment, exploitation, acquaintances, relatives, clique, puberty, penis, vagina, genitalia, womb, cultural diversity, British Culture, stereotype, greenhouse effect, climate change, government	Pressure, autonomy, independence, boundaries, cyberbullying, maturity, modesty, society, voluntary, pressure group, cultural, ethnic, racial and religious diversity, gender, disability, democracy, parliament, government, justice system, Suffragette, tax,	Barriers consent, drugs, tobacco, alcohol, recovery position, envy, inadequacy, menstruation, fertility, ovary, sperm, fallopian tube, Human Rights, conflict, discrimination, Equality Act, Secondary School, transition
Cultural Capital	To have visits from external visitors to promote their role within the community, for example the emergency services and the dentist.	To understand how having a Growth Mindset within all parts of our lives promote a healthy and resilient perspective on learning.	To practise using money in everyday life e.g. within a bank and/or public sector. For children to identify charities that promote methods and strategies to reporting abuse and/or unhealthy relationships with adults.	To investigate important figures from history, understanding their impact on our lives today. To understand the importance of deforestation within our local and global community.	To understand how cultural diversity has affected society today. To know the origins of black history and how this has affected how we live in society. To apply knowledge of basic road safety to our everyday lives. To apply knowledge of basic first aid in a wider context.	To explore how history has affected has affected our national laws and practices. To use knowledge of tobacco, drugs and alcohol to make informed decisions. To identify common stereotypes and using actions to overcome these in positive ways.	To consider alternate perspectives on relevant modern issues. To be prepared for a successful transition to Secondary School. To know how to respect our bodies and the bodies of others, showing understanding of menstruation.