Year	Life to the Full	Learning Outcomes
Year R	Module 2 Unit 1 *God Loves You*	**Role Model** 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
	Module 2 Unit 2 Personal Relationships	Personal Relationships children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others. **Who's Who?** 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. **You've got a friend in me** 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 **Forever friends** To recognise when they have been unkind to others and say sorry. That when we are unkind, we hurt God and should say sorry. To recognise when people are being unkind to them and others and how to respond. That we should forgive like Jesus forgives.
	Other learning opportunities	**Clever Never Goes** The modern, child-friendly alternative to the out-dated and fundamentally flawed 'Stranger Danger' message. Rather than fearing the worst in everyone they don't know, Clever Never Goes helps children to recognise specific situations that are unsafe and gives them the tools to respond.
		Pantosaurus Talk PANTS helps children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried. Pants are private No means no Your body belongs to you

		Speak up, someone can help
		How to call 999
Year 1 & Year 2	Module 2 Unit 1 *God Loves You*	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.
	Module 2 Unit 2 *Personal Relationships*	Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe. **Special People** 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. **Treat Others Well…** 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. **…And Say Sorry** 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.
	Other learning opportunities	**Clever Never Goes** The modern, child-friendly alternative to the out-dated and fundamentally flawed 'Stranger Danger' message. Rather than fearing the worst in everyone they don't know, Clever Never Goes helps children to recognise specific situations that are unsafe and gives them the tools to respond.
		Pantosaurus Talk PANTS helps children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried. Pants are private No means no Your body belongs to you Speak up, someone can help

		Undressed "I never get undressed or change my clothes while I am on camera"
		Smartie the Penguin – online safety Pop ups and in app purchasing Inappropriate websites for older children Cyberbullying Upsetting images Unreliable information Talking to strangers online
Year 3 & Year 4	Module 2 Unit 1 *God Loves Us*	That Jesus 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; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.
	Module 2 Unit 2 *Personal Relationships*	LKS2 Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe. **Friends, Family and Others** 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'. Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond. **When Things Feel Bad** Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.
	Module 2 Unit 3 Staying Safe	**Sharing Online** & **Chatting Online** To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; 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. That bad language and bad behaviour are inappropriate; **Physical Contact** 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.
	Other learning opportunities	**Smoke-Free ME** Describe what is meant by second-hand smoke Explain the dangers of second-hand smoke to their health
		St John's Ambulance Unit Burns and Scolds; Coping in an emergency
		Education Against Hate – Stereotypes and the Media What a stereotype is Where and when we are likely to see them The negative impact that stereotypes can have upon society and individuals.
		Undressed "I never get undressed or change my clothes while I am on camera"
		Stereotypes Realise the consequences of their actions & try to see things from another's point of view. Care about others, appreciating diversity. Understand differences & similarities between people arise from several factors. Begin to recognise the influence of cultural, ethnic, racial and religious diversity.

Year 5 & Year 6	*Module 2 Unit 1* *Is God calling you?*	To know that God calls us to love others. To know ways in which we can participate in God's call to us.
	Module 2 Unit 2 Personal Relationships	**Under pressure** The first step to coping with pressure is to identify the many guises it can take. In these sessions, children will learn about spoken and unspoken pressure that they might experience, particularly from their peers. Then, in small groups, children will rehearse and present role-play scenarios, so that children can identify different ways in which people can experience pressure and strategies to resist it. • Pressure comes in different forms, and what some of those different forms are • There are strategies that they can adopt to resist pressure **Do you want a piece of cake?** The previous session in this unit considered different ways in which children might feel pressured by those around them, particularly their peers. This session discusses the issue of consent and bodily autonomy, and equips children with the ability and confidence to say 'no'. • Understand what consent and bodily autonomy means • Discuss and reflect on different scenarios where it is right to say 'no' **Self-talk** So far in this unit, we have explored the pressures that children can feel from peers and adults, and how to cope with and resist these pressures. But some of the strongest pressures that young people can experience come from themselves, and these have a huge effect on how they relate to the world and the people around them. • Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions Apply this approach to personal friendships and relationships
	Module 2 Unit 3 Keeping Safe	**Sharing isn't always caring** Continuing from the NSPCC resources used in LKS2, this session presents the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses children making safe and sensible decisions about what content to share or not share, including photos, passwords and other personal information. Children will discuss how this can be damaging and dangerous, and will devise rules to remember to keep themselves safe. • 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 **Cyberbullying** Building on the NSPCC Share Aware programme which pupils covered in Lower Key Stage 2, this session investigates cyberbullying. It explores how children can chat safely, the impact cyberbullying can have, and what behaviour is acceptable and unacceptable online. Children will also learn how they can report and get help if they encounter inappropriate messages or material. • What the term cyberbullying means and examples of it • What cyberbullying feels like for the victim • How to get help if they experience cyberbullying **Types of Abuse** This session follows on from the previous two internet safety sessions, by moving into the real world and considering what physical contact is appropriate and inappropriate. Through 4 fictional stories, children will be introduced to the term 'abuse' and discuss the different kinds of abuse, including sexual (which in LKS2 was described as 'abuse of private parts'). Children will be introduced to the concept of rights, and how abuse violates their rights. They will be asked to think of trusted adults that they can talk to about any issues they may face. • What kind of physical contact is acceptable or unacceptable and how to respond • That abuse violates the rights of children **Impacted Lifestyles** In this first of two UKS2 sessions on drugs, alcohol and tobacco, pupils will build on their existing knowledge through learning facts and taking part in activities to demonstrate how using these substances can impact on people's lifestyles and inhibit the body's natural functioning. The teaching of this session is underpinned with the religious understanding that consuming these substances is harmful to our bodies, and therefore God's creation. • About the effect that a range of substances including drugs, tobacco and alcohol can have on the body. • How to make good choices about substances that would have an 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. **Making Good Choices** In this second UKS2 session on drugs, alcohol and tobacco, pupils will consider scenarios where people feel pressured to use them. Children will be encouraged to use their scientific knowledge and religious understanding to cope with pressurising situations and make good choices. The teaching is underpinned with the religious understanding that consuming certain substances is harmful to our bodies, and therefore God's creation. • Consider how, as they get older, 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 **Giving Assistance**

		The animated Dr Datfa features in this session to equip children with some basic First Aid knowledge, including the recovery position and the DR ABC primary survey. This is underpinned with the religious teaching that God created us to love Him and to love others, so we should look out for and care for one another. • 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
	Other learning opportunities	**Undressed** "I never get undressed or change my clothes while I am on camera"
		Clever Never Goes The modern, child-friendly alternative to the out-dated and fundamentally flawed 'Stranger Danger' message. Rather than fearing the worst in everyone they don't know, Clever Never Goes helps children to recognise specific situations that are unsafe and gives them the tools to respond.
		Smoke-Free ME Describe what is meant by second-hand smoke Explain the dangers of second-hand smoke to their health
		Just a Joke: ChildNet Discuss, explore and challenge peer to peer online sexual harassment e.g. bullying or harmful behaviour online based on gender or sexual orientation stereotypes, body-shaming, nudity and sexually explicit content. To discuss with children how they can be good friends online. To raise awareness of this issue to prevent it from becoming normalised. To give children the confidence to report unacceptable online behaviour.

Visit the parent portal to explore some of the resources that will be used in class:

Parent Portal: https://www.tentenresources.co.uk/parent-portal Username: st-johnb-sp10 Password: floral-10