

(PHSE, RSE, Catholic Social Teaching) - Personal Development Curriculum Map

We aim that St Thomas's pupils have the ability and willingness to acquire the following character traits that are reflected in our Catholic Gospel Values and 'SAINTS' character traits programme, which are embedded within our curriculum and extracurricular offer. Our implicit and explicit personal development and character education provision (through RSHE, PSHE and Catholic Social Teaching programme, alongside the wider curriculum) builds in experiences, direct instruction and opportunities to develop the following habits, attitudes, dispositions, values and character traits:

Year Group	Gospel Values	Character Trait
Advent 1	Love	Sociability
Advent 2	Respect	Aim High
Lent 1	Forgiveness	Integrity
Lent 2	Friendship	Never give up
Pentecost 1	Honesty	Try new things
Pentecost 2	All of the above	Sportsmanship

Our Catholic Gospel Values explicitly teach the children the following skills, habits, attitudes and dispositions to be successful citizens of the future:

Love, Respect, Forgiveness, Friendship and Honesty.

Our 'SAINTS' Character traits also teach the children the research-based traits that are most likely to engender success:

Super Social Skills – be friendly to others!

Aim High – always do your very best!

Integrity – do the right thing!

Never give up – be resilient!

Try new things – there is so much to discover!

Sportsmanship! – play fairly!

Progression through the Character traits	Milestone 1 (KS1) with EYFS	Milestone 2 (Y3 and Y4)	Milestone 3 (Y5 and Y6)

<p>Super Social Skills This concept involves being kind and respectful to others and following in Jesus' footsteps.</p>	<ul style="list-style-type: none"> • Be kind and welcoming to peers and adults. • Show respect to our school visitors • Make small gestures regularly to show you are following in Jesus' footsteps. • Be aware of our school virtues. 	<ul style="list-style-type: none"> • Show kindness and respect to peers and adults. • Be respectful and social towards our school visitors. • Show actions regularly to demonstrate you are following in Jesus' footsteps. • Live by our school virtues. 	<ul style="list-style-type: none"> • Show kindness and respect to peers and adults – think of others before yourself. • Be respectful and social towards our school visitors – welcome them and engage with them. • Show actions multiple times daily to demonstrate you are following in Jesus' footsteps. • Live by our school virtues and spread The Word.
<p>Aim High This concept involves believing in yourself and always pushing yourself to do your very best.</p>	<ul style="list-style-type: none"> • Give your all to everything that you do. • Think about how you could improve with your learning. • Think about how you could be a better friend. • Think about how you could do more to spread God's word and follow in Jesus' footsteps. 	<ul style="list-style-type: none"> • Give your all to everything that you do and try to improve a little bit each day. • Think about and make actions towards how you could improve with your learning. • Think about and make actions towards how you could be a better friend. • Think about and make actions towards how you could do more to spread God's word and follow in Jesus' footsteps. 	<ul style="list-style-type: none"> • Give your all to everything that you do so that each day you become better in some way. • Reflect and make actions regularly to improve your learning. • Reflect and make actions regularly to become a better friend. • Take the time to pray, reflect, take action and ask for forgiveness to be the best Christian that you can.
<p>Integrity This concept involves making the 'right' choice and doing the 'right' thing.</p>	<ul style="list-style-type: none"> • Try to stop and think when you feel you could be making a 'bad' choice. • Start to think 'What would Jesus do?'. • Think about the teachings of common Bible stories and try to live by these. • Begin to be aware of what is 'right' and 'wrong'. 	<ul style="list-style-type: none"> • Stop and think when you feel you could be making a 'bad' choice and try to do the right thing. • When faced with a difficult decision, think, 'What would Jesus do?'. • Reflect on the teachings of the Bible stories and try to live by these. • Be aware of what is 'right' and 'wrong' and make a conscious effort to live by this. 	<ul style="list-style-type: none"> • Stop and think when you feel you could be making a 'bad' choice and try to do the right thing. Also support others with taking this action. • When faced with a difficult decision, think, 'What would Jesus do?'. Make the action to show you are following his footsteps. • Reflect on the teachings of the Bible stories and try to live by these. Spread the Word of the Lord to allow others to do the same. • Be aware of what is 'right' and 'wrong' and make a conscious effort to live by this. Safely take action to try and prevent people being led down the wrong path.

Never give up This concept involves the understanding of the importance of persistence.	<ul style="list-style-type: none"> • Try again with the help of others. • Try to carry on even if failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky. 	<ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky. 	<ul style="list-style-type: none"> • Show a determination to keep going, despite failures or setbacks. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck.
Try new things This concept involves appreciating the range of life opportunities.	<ul style="list-style-type: none"> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. 	<ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. 	<ul style="list-style-type: none"> • Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. • Become fully involved in clubs or groups. • Meet up with others who share interests in a safe environment.
Sportsmanship This concept involves working as part of a team, celebrating others achievements and encouraging others whilst also doing your best.	<ul style="list-style-type: none"> • Understand that it is ok to win and lose. • Begin to show team skills. • Encourage others to do well. • Try my best when working together. 	<ul style="list-style-type: none"> • Understand and accept that it is ok to win and lose. • Show team skills by playing an active roll when working as a team. • Encourage others to do well and celebrate their achievements. • Always try my best when working together. 	<ul style="list-style-type: none"> • Celebrate wins and learn from losses. • Show strong team skills by playing an active roll and bringing strength when working as a team. • Encourage and support others to do well and celebrate their achievements. • Try your best, show empathy and give support when working together.

Curriculum Sequencing within RHSE, PSHE and Catholic Social Teaching

Advent 1

Race (Prevent) /Harmful Sexual Behaviour Focus

Plus firework safety here: [10/10 Out and About: Fireworks](#)

	Cycle A RSE	Cycle B 1 Decision	Cycle C Catholic Social Teaching	Cycle A RSE	Cycle B 1 Decision	Cycle C Catholic Social Teaching	Personal Developm ent Opportuni ties 'Try new things' Virtue: Faith
EYFS	<u>10/10</u> New people, new places – watch the Classroom Short entitled 'What was it like?' and 'My Classroom' <i>Character trait: Try new things</i>	<u>1 DECISION</u> Story: Pink Goes to School Dilemma: Red's play time <i>Character trait: Try new things</i>	<u>CARITAS / 10/10</u> Caritas – The Dignity of the Human Person – God made me and loves me very much But do this through 10/10 Module 1 Unit 2 <u>I am me</u> <i>Virtue: Faith (in oneself)</i>	<u>10/10</u> New people, new places – watch the Classroom Short entitled 'God never changes' <i>Virtue: Faith (in God)</i> <i>Character trait: Try new things</i>	<u>1 DECISION</u> Story: Blue learns to share <u>Talking and Sorting Cards:</u> sort the 'this is sharing' and 'this is not sharing' cards <u>FBV – Mutual respect and tolerance</u> <i>Character trait: Try new things</i>	<u>CARITAS</u> Caritas – The Dignity of the Human Person – God made me and my friends very beautiful Explore this by using also the Equaliteach book 'Our Skin, a first conversation about race' by Megan Maddison. <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Race</i>	Try a new food at dinner time. Speak to someone new in school. Curriculum based (UTW-Traditional ideas) We are going to try new things and have original ideas like Three little Pigs did when building

							<p>their own houses.</p> <p>We are going to try <u>new</u> ways to show kindness like Little Red Riding Hood showed to her Grandma by taking her a basketful of treats.</p>
Y1	<p><u>10/10</u> <u>I am unique</u></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Character trait: Aim High</i></p>	<p><u>EQUALITEACH</u> Focus on racial equality ‘My world, your world’ story book by Michelle Walsh</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Race</i></p>	<p><u>CARITAS</u> The Dignity of the Human Person – God loves us equally as his children</p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>10/10</u> <u>Who is my neighbour?</u></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>EQUALITEACH</u> Focus on racial equality ‘My friend Jamal’ story book by Anna McQuinn</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Race: Race</i></p> <p><i>Character trait: Super Social Skills</i></p>	<p><u>EQUALITEACH</u> Read ‘The Same but different’ – share the picture book and discuss difference by Molly Potter</p> <p>(Ensure difference is discussed and celebrated)</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Various</i></p>	<p>Try new things Try to use the lines in your books correctly. Try to sit beautifully in Acts of Worship.</p> <p>Curriculum based: Plants and trees: Try to identify the names</p>

							of common plants and trees.
Y2	<p><u>10/10</u> Change is all around plus classroom shorts – Super Suit</p> <p>Character Trait: Try new things</p>	<p><u>10/10</u> Beginnings and endings plus classroom shorts – Change and grow</p> <p>Character Trait: Try new things</p> <p>Virtue: Faith – Growing in faith</p>	<p><u>10/10</u> Needs and Wants and accompanying classroom short ‘Want or need?’</p> <p>FBV – Mutual respect and tolerance</p>	<p><u>EQUALIT</u> <u>EACH</u> Reject Racism ‘Universal Values’</p> <p>Intro the British value of Mutual respect and tolerance of those with different faiths and beliefs</p> <p>Hats of faith continued</p> <p>FBV – Mutual respect and tolerance</p>	<p><u>EQUALITEACH</u> Read ‘The Romanian Builder’ by Peter Prendergast</p> <p>Joe had so many questions for the new builder: Which tool was the most important? What if you were afraid of heights? How do you put scaffolding together? He is really disappointed when he finds out that Radu doesn’t speak any English. Now he will never find out about building – or will he?</p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Race/EAL</i></p>	<p><u>CARITAS</u> Caritas – The Dignity of the Human Person – Loving each other makes us strong.</p> <p>Virtue: Faith in others</p>	<p>Try new things Try new activities at lunchtime.</p> <p>Try to achieve 5 times reading at home a week.</p> <p>Curriculum based: Geography</p> <p><u>Character trait:</u> Try new things with the help of others- exploring new maps and different types they won’t have come across before. Trying to</p>

				<p><i>Virtue: Faith (in God)</i></p> <p><i>Character trait: Try new things</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected character istics: Religion</i></p>			<p>label parts on them in pairs, helping one another.</p> <p>History: <u>Character trait – try new things –</u> make link that the Wright brothers tried lots of new things to make their design work to help others around the world connect more through flight.</p> <p>Science: Trying something new. James Dyson. Constantly changing and updating his design to improve the</p>
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							suction of Hoover.
Y3	<p><u>EQUALITEACH</u></p> <p>Read 'My world, your world' and complete a short activity about celebrating difference.</p> <p>(Equaliteach)</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Various</i></p> <p><i>Character trait: Sportsmanship</i></p>	<p><u>EQUALITEACH</u></p> <p>Read 'Nadia's hands' by Karen English (book about Asian culture)</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Race and Religion</i></p> <p><i>Character trait: Super social skills</i></p>	<p><u>10/10</u></p> <p><u>Y3: Respecting our bodies</u></p> <p>Main lesson</p> <p><i>Character trait: Integrity</i></p>	<p><u>10/10</u></p> <p><u>Y3: Respecting our bodies</u></p> <p>Use the extension tasks to build on knowledge from the previous lesson.</p> <p><i>Character trait: Integrity</i></p>	<p><u>1 DECISION</u></p> <p><u>https://schools.1decision.co.uk/resources/primary-resources/primary-resources-5-8/relationships-5-8/relationships-5-8-touch</u></p> <p>(Complete up to and including 1st activity)</p> <p><i>Looks at appropriate and inappropriate touch and enables children to explore who they can talk to if they are uncomfortable)</i></p> <p>(Relationships 5-8)</p>	<p><u>1 DECISION</u></p> <p><u>https://schools.1decision.co.uk/resources/primary-resources-5-8/relationships-5-8/relationships-5-8-touch</u></p> <p>(continues from the video onwards)</p> <p><i>Looks at appropriate and inappropriate touch and enables children to explore who they can talk to if they are uncomfortable)</i></p> <p>(Relationships 5-8)</p>	<p>Working with someone new in class</p> <p>Try playing in a different area at playtime and lunchtime – try a new activity</p> <p>History link - Personal Development – Debate – Make comments, ask questions and respectfully challenge ideas.</p> <p>Debate – Roman Britain - The Romans didn't do anything for us?</p>

							<p>Research – LA/MA groups – look at the impact the Romans had on Britain – what they brought to the lifestyle and culture at the time. HA – Look at what happened when the Romans left. Argue that the Romans didn’t have much impact because many people moved out of the towns when the Romans left.</p> <p><u>Science- Personal development</u></p> <p><u>Study the scientist</u></p> <p>Joean Beauchamp Procter</p>
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							<p>Zoologist who worked in the British Museum and London Zoo at a time when women were not encouraged to be scientists.</p> <p>This scientist showing us we should 'try new things' to discover new technology 'not give up' even with barriers in our way. She also overcame ill</p>
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							health all her life and did not let it get in her way-resilience .
Y4	<p><u>10/10</u> We don't have to be the same</p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Various</i></p> <p><i>Character trait: Super social skills</i></p>	<p><u>EQUALITEACH</u> Read 'My Friend, Jamal' and discuss and celebrate the differences</p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Race</i></p> <p><i>Character trait: Super Social Skills</i></p>	<p><u>10/10</u> _____</p> <p>Year 4: What is puberty?</p> <p>Main lesson</p>	<p><u>10/10</u> _____</p> <p>Year 4: What is puberty?</p> <p>Use the extension tasks to build on previous knowledge.</p>	<p><u>10/10</u> https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1-2_me-my-body-my-health/s-2/respecting-our-bodies/</p> <p>Respecting our bodies. Main lesson.</p>	<p><u>10/10</u> https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1-2_me-my-body-my-health/s-2/respecting-our-bodies/</p> <p>Respecting our bodies. Build on previous knowledge using the extension tasks.</p>	<p>Try a new author/genre or if you only read fiction, try some non-fiction or poetry. Try to use a new word that you've learned in your writing.</p> <p><u>Study the scientist</u> Cindy Looy-'try new things' to discover new technology. Environmental Change and Extinction-link to Laudato si and service.</p>

							Catholic social teaching. This scientist showing us we should be responsible. How can we show responsibility for looking after our school and wildlife. Link with charity team and raising funds for WWF.
Y5	<p><u>EQUALITEACH</u> https://equaliteach.co.uk/downloads/EqualiTeach-Universal-Values.pdf</p> <p>Ahmed's story – p82-3 of Equaliteach</p> <p>Ask the young people to work in groups on their table. Hand out copies of the story cards. Ask the young people to read through the story</p>	<p><u>EQUALITEACH</u> https://equaliteach.co.uk/downloads/EqualiTeach-Universal-Values.pdf</p> <p>Ahmed's story – p82-3 of Equaliteach</p> <p>Create an activity to allow the children to explore last lessons discussion in more depth.</p>	<p><u>CARITAS</u> Caritas – The Dignity of the Human Person – Each person is unique and irreplaceable –</p>	<p><u>10/10</u> <u>Types of Abuse</u></p> <p>PLEASE STOP BEFORE YOU GET TO THE OPTIONAL SESSION FGM WITHIN</p>	<p><u>10/10</u> <u>Types of Abuse</u></p> <p>Explore the previous lessons learning at a deeper level using the extension activities to facilitate this.</p>	<p><u>10/10</u> <u>Types of Abuse classroom shorts</u> = Marriage can't be forced, Against the law (honour based violence and human trafficking) <i>Use floorbooks to evidence discussion.</i> <u>FBV – Mutual respect and tolerance and Rule of Law</u></p> <p><i>Protected characteristics: Religion, Race, Gender, Marriage</i></p>	<p>Apply to be a house Captain and represent your house to be a great role model Be a part of the Chaplaincy Team to support</p>

	<p>cards and put them in order. Go through the order of their stories with them, stopping after some of the cards to facilitate a discussion about what they think will happen next or what Ahmed could do about his treatment:</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Race and Religion</i></p> <p><i>Character trait: Integrity</i></p>	<p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Race and Religion</i></p> <p><i>Character trait: Integrity</i></p>	<p>everyone matters</p> <p><i>Virtue: Faith (in others)</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Various</i></p>	SESSION 3			<p>others in our community and children within their faith. Be a part of the Reading Team – Share your love of reading and help other children with their fluency and understanding of texts Be a part of the Mental Health Team and nurture positive Mental Health in school in drop in den and emotional check in charts</p>
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							<u>Curriculum Links</u> <u>Science</u> Scientists showing us how we should discover and try new things. Recognise the importance of the work of Isaac Newton and his contributions to Theory of Gravity
Y6	<u>EQUALITEACH</u> Read 'My Dad, the Hero' Story on equalities focussing on EAL/Race and that the dad's super power is the fact that he can speak another language	<u>10/10 Under Pressure</u> <u>FBV – Individual liberty and Rule of law</u>	<u>10/10 Under Pressure</u> Delving deeper with extension activities. <u>FBV – Individual liberty</u>	<u>10/10 Do you want a piece of cake?</u> CONSENT <u>FBV – Individual liberty and Rule of law</u>	<u>10/10 Do you want a piece of cake?</u> CONSENT Delving deeper with extension activities. <u>FBV – Individual liberty and Rule of law</u>	Caritas – The Dignity of the Human Person – People matter more than possessions.	Apply to be a house Captain and represent your house to be a great role model Be a part of the Chaplaincy Team to

	<p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Race/EAL</i></p>		<p><u>and Rule of law</u></p>				<p>support others in our community and children within their faith. Be a part of the Reading Team – Share your love of reading and help other children with their fluency and understanding of texts Be a part of the Mental Health Team and nurture positive Mental Health in school in drop in den and emotional</p>
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							check in charts
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Advent 2

Anti-Bullying Week (Usually 2nd or 3rd week of November) / Continued Harmful Sexual Behaviour Focus / Equalities: Disability

	Cycle A RSE	Cycle B 1 Decision ANTIBULLYING WEEK	Cycle C Catholic Social Teaching	Cycle A RSE	Cycle B 1 Decision	Cycle C Catholic Social Teaching	Personal Development Opportunities 'Push themselves' Virtue: Kindness
EYFS	<u>10/10</u> <u>Heads</u> <u>Shoulders</u> <u>Knees and</u> <u>Toes (HSB)</u>	Anti Bullying lessons during RE <u>10/10</u> Module 2, Unit 2 Session 2 <u>You've got a friend in me</u> <u>10/10</u> Module 2, Unit 2 Session 3 <u>Forever friends</u> <u>1 DECISION</u> Story: Blues' Best Friend Talking and Sorting Cards: <u>friendly/unfriendly behaviour</u> Dilemma/Scenario: Making friends. Blue would like to play with red and yellow but isn't sure how to play the game. What can we do to help? Story: <u>Why does purple play differently to us?</u>	<u>CARITAS</u> Solidarity and the common good – We are all friends <i>Virtue: Kindness</i>	<u>10/10</u> <u>Ready, Teddy?</u> (Healthy lifestyle decisions) <i>Character Trait:</i> <i>Push Themselves</i>	NSPCC Pants rule materials https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/	<u>CARITAS</u> Solidarity and the common good – We play together in love and peace <i>Virtue:</i> <i>Kindness</i> FBV – Mutual respect and tolerance	Try to complete all your 'mini me challenges'. Have a go at getting changed for PE without asking for an adult to help you. Curriculum based (UTW-Traditional ideas) We are going to <u>work hard</u> and <u>push ourselves</u> like the characters in Stuck in the mud. We are going to <u>push ourselves</u> to show <u>service</u> and <u>faith</u> during Advent like Mary and Joseph showed towards God by loving Jesus.

		<p>Talking and Sorting Cards: <u>Discuss photos which may help children on the autistic spectrum.</u> Dilemma/Scenario: <u>Green dilemma drop – Pink often wears headphones because of noise, Green is confused by this. How can we help Green understand?</u></p> <p>Story: <u>Green gets glasses</u> Talking and Sorting Cards: <u>sorting helpful and unhelpful cards</u> Dilemma/Scenario: <u>Worrying and adjusting to change – worrying about what your friends might say about your new glasses.</u></p> <p>Equalities: Disability</p> <p><i>Virtue: Kindness</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics:</i> Disability</p>					
Y1	10/10 Girls and boys First Half	DURING RE LESSONS IN ANTIBULLYING WEEK 1 Decision Friendship (Relationships) Blue learns to share	Revisit of NSPCC Pants rule materials https://www.nspcc.org.uk/keeping-children-safe/support-for-	10/10 Good and bad secrets	EQUALITEACH Read 'What happened to you?' by James Catchpole Focus on physical disability (amputee)	EQUALITEACH Freddie and the Fairy - Storybook	Push yourself to use some new words in your writing. Push yourself to get changed for PE in less than 5 minutes. Curriculum based: History: Plague: talk about

	<p><i>Protected characteristics: Gender</i></p>	<p>10/10 What is the internet</p> <p>Playing online</p> <hr/> <p>PHSE/RSE SLOT (10/10) Unit 1: Session 2 Girls and boys Second Half</p> <p><i>Virtue: Kindness</i></p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Gender</i></p>	<p>parents/pants-underwear-rule/</p>		<p><i>Virtue: Kindness</i></p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Disability</i></p>	<p>Equalities: Disability (Hearing)</p> <p><i>Virtue: Kindness</i></p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Disability</i></p>	<p>how our understanding of staying healthy has improved. Science/PSHE</p> <p>Geography: imagine – a new pupil had never been to Ilkeston. What landmarks would you show them? Could you show them where Derby is on a map? Could you create a map of our classroom to help guide them?</p>
Y2	<p>EQUALITEACH 'Happy butterfly' by Pippa Goodheart</p> <p>Focus discussion on physical disability (wheelchair user)</p> <p><i>Virtue: Kindness</i></p> <p>FBV – Mutual</p>	<p>DURING RE LESSONS IN ANTI BULLYING WEEK AND IN PHSE/RSE/CST SLOT</p> <p>1 Decision Bullying (Relationships)</p> <p>Online Bullying (Computer Safety)</p> <p>Image Sharing (Computer Safety)</p> <p>Computer Safety Documentary (Computer Safety)</p> <p>10/10 Real life online</p>	<p>CARITAS Solidarity and the common good – We build together a community of peace</p> <p><i>Virtue: Kindness</i></p> <p>FBV – Mutual respect and tolerance</p>	<p>CARITAS Solidarity and the common good</p> <p>We celebrate together</p> <p><i>Virtue: Kindness</i></p> <p>FBV – Mutual respect and tolerance</p>	<p>1 Decision Body Language (Relationships)</p>	<p>10/10 Super Susie Gets Angry</p>	<p>Push yourself to speak confidently in front of others.</p> <p>Push yourself to use neater presentation in your books.</p> <p>Curriculum based: Geography <u>Character trait:</u> Try new things/push themselves - join in with a familiar activity. Naming the oceans and describing them. Recall their familiar knowledge from year 1 and trying to name them on more than one occasion through revisits.</p> <p>History: Character trait Push themselves- MLK had to</p>

	respect and tolerance <i>Protected characteristics: Disability</i>	Rules to help us <i>Virtue: Kindness</i> FBV – Mutual respect and tolerance					explain his views and feelings in an uncomfortable situation and push past his fears to help others. Science: Agnes Arber- Botanists – improving their work, pushed herself because she continued her work into plant classification during WW2. She did things more than once to get it right. Gustaf Dalen- blind, link to disability month. He pushed himself to achieve great things, to support others who are deaf and blind.
Y3	10/10 What am I feeling?	1 DECISION Online bullying (Computer Safety) <i>Virtue: Kindness</i> FBV – Mutual respect and tolerance	CARITAS Rights and responsibilities– Barriers to happiness	10/10 I am thankful	EQUALITEACH Freddie and the High Flying Kick book to be read - Meet Freddie, a young boy who loves to play football, has a brother called Frankie and a frame to help him walk. At school Freddie is often excluded from games at break time; the other children don't know how to include him and this makes him sad. Luckily Frankie and the Supersiblings Gang visit the school to show the children what to do	CARITAS Rights and responsibilities – Finding happiness with each other <i>Virtue: Kindness</i> FBV – Mutual respect and tolerance	Push yourself to use a Tier 3 word in your Talk for Writing work. Push yourself to move on a step in maths <u>Personal Development – Try new things – Learn to have a debate – Make comments, ask questions and respectfully challenge ideas.</u> <u>Debate – The Romans didn't do anything for us?</u> Research – LA/MA groups – look at the impact the Romans had on Britain – what they

					<p>and the importance of inclusion. Equalities: Disability (Physical)</p> <p><i>Virtue: Kindness</i></p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Disability</i></p>		<p>brought to the lifestyle and culture at the time.</p> <p>HA – Look at what happened when the Romans left. Argue that the Romans didn't have much impact because many people moved out of the towns when the Romans left.</p> <p><u>Science</u></p> <p><u>Study the scientist – look at personal character traits and link to the pupils character traits and learning code.</u></p> <p>Joseph Priestly – Discovered oxygen and 9 other gases and invented carbonated water. Priestly had a stutter but this did not keep him from his studies- Pushed himself . He was curious about many things and worked hard so could speak many different languages.</p> <p><u>Going for gold and original ideas- imagine</u></p>
Y4	10/10 What am I looking at?	1 Decision Making friends online (Computer Safety)	CARITAS Rights and responsibilities–	10/10 Lifecycles	EQUALITEACH Different – A great thing to be!	CARITAS Rights and responsibilities	<p>Push yourself to contribute more to class discussion. Push yourself to say a sentence</p>

		<p><i>Virtue: Kindness</i></p>	<p>Helping each other make the right choices</p> <p><i>Virtue: Kindness</i></p> <p><u>FBV – Individual Liberty</u></p>		<p>Book to read and discuss</p> <p>Equalities: Disability (Down's syndrome)</p> <p><i>Virtue: Kindness</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Disability</i></p>	<p>– Fair shares for all</p> <p><i>Virtue: Kindness</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Disability</i></p>	<p>with confidence in French.</p> <p><u>Study the scientist – look at personal character traits and link to the pupils character traits and learning code- push yourself.</u></p> <p>Thomas Edison- Lightbulb-made many inventions as a very curious man. He also achieved this even though he was hard of hearing- link to disability month '<u>Pushed himself. Don't give up</u></p> <p><u>History – Ancient Egyptians</u></p> <p><u>Personal Development –</u></p> <p><u>Push ourselves – Ask questions, make comments and seek clarification.</u></p> <p>A small group of HA children extend their learning by researching and making a presentation to the class about the River Nile and its importance to the Ancient Egyptians.</p> <p>The class watch their presentation and then in small groups push</p>
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							themselves to decide on some questions or clarifications they could ask about the presentation.
Y5	<p><u>EQUALITEACH</u></p> <p>The Superhero Brain – Explaining autism to empower kids</p> <p>Book to read and discuss neurodiversity and how this might present / how to be inclusive</p> <p>DISABILITY FOCUS – ASD – Sensory needs</p> <p><i>Virtue: Kindness</i></p>	<p><u>Anti-Bullying Week</u> <u>1 Decision</u></p> <p><u>DURING RE LESSONS and PSHE LESSONS</u></p> <p><u>1 DECISION</u> <u>Image Sharing</u> <u>(Computer Safety)</u></p> <p><u>1 DECISION</u> <u>Making friends online</u> <u>(Computer Safety)</u></p> <p><u>10/10</u> <u>Self Talk</u></p> <p><i>Character trait: Push yourselves</i></p> <p><i>Virtue: Kindness</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>10/10</u> <u>Sharing isn't always caring</u></p> <p><u>Plus classroom short – content consumers</u></p> <p><i>Character trait: Push yourselves</i></p> <p><i>Virtue: Kindness</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>Y5 <u>10/10</u> <u>Gifts and talents</u></p> <p>Main Lesson.</p>	<p>Y5 <u>10/10</u> <u>Gifts and talents</u></p> <p>Deepen knowledge and understanding using extension tasks.</p>	<p><u>CARITAS</u></p> <p>Option for the poor and vulnerable – Why are some parts of our area richer or poorer than others?</p> <p><i>Virtue: Kindness</i></p> <p><u>FBV – Individual Liberty</u></p>	<p>Push yourself to be able to recall times tables to 12 without guides.</p> <p>Push yourself to get your name on a feedback board for outstanding work.</p> <p>To gain house points from a teacher that is not your class teacher</p> <p><u>Curriculum Links</u></p> <p>Science:</p> <p>Suitability of everyday Materials:</p> <p>Listen to others reasoning about the suitability of everyday materials and push themselves to come to shared conclusions</p> <p>Push yourself to behave and think like a scientist when conducting experiments, – To be able to make predictions and conclude results</p> <p>In history:</p> <p>Push themselves to try new things and have original</p>



[FBV – Mutual respect and tolerance](#)

Protected characteristics: Disability

ideas. Be inspired by Victorian inventors where rapid change had a positive impact on people’s lives.
Push themselves to use vocabulary – politically, economically, socially,

Black History month –
Focus on Nelson Mandela and his struggle for fairness -NM was trying to make society **understand others** through their words and actions.
He showed **respect** and **acceptance** towards everyone.

Tolerance and acceptance of other race and cultures.
Democracy – everybody has a right to vote.

Tudors – Understanding the catalyst for the English Reformation. Catholics/ Protestants

Teamwork - tactics during conflict. Tolerance and acceptance of other faiths.

In Geography: Push ourselves to both climate zones and biomes
AND
Pushing ourselves to use atlases with more confidence (rainforests)

<p>Y6</p>	<p><u>EQUALITEA</u> <u>CH</u></p> <p>Read, 'He's not naughty' by Deborah Brownson</p> <p>Book to read and discuss the need for inclusion and understanding</p> <p>Equalities: Disability – ASD</p> <p><i>Virtue: Kindness</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Disability</i></p>	<p><u>Anti-Bullying Week</u> <u>1 Decision</u> <u>10/10 Cyberbullying</u></p> <p><u>1 DECISION</u> <u>Inclusion and Acceptance</u></p> <p><u>10/10</u> <u>Build others up</u> (Equality act, protected characteristics)</p> <p><i>Character trait: Push yourselves</i></p> <p><i>Virtue: Kindness</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Various</i></p>	<p><u>10/10</u> <u>Body Image</u></p> <p>Main Lesson <i>Virtue: Kindness</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>10/10</u> <u>Body Image</u></p> <p>Deepen knowledge and understanding using extension tasks. <i>Virtue: Kindness</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>Y6 <u>10/10</u> <u>Girls bodies</u> <u>Boys bodies</u> (Split gender groups)</p> <p>Main Lesson</p>	<p>Y6 <u>10/10</u> <u>Girls bodies</u> <u>Boys bodies</u> (Split gender groups)</p> <p>Deepen knowledge and understanding using extension activities.</p>	<p>Push yourself to use a variety of conjunctions in your writing using FANBOYS and ISAWAWABUB as a source of support</p> <p>Push yourself to move on a step-in maths to ascend up the progress drives.</p> <p>Using reading texts as inspiration for writing. Magpie tier 3 words from across the curriculum in your writing.</p>
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Lent 1

Focus on British Values and Gender Equality

	Cycle A RSE	Cycle B 1 Decision	Cycle C Catholic Social Teaching	Cycle A RSE	Cycle B 1 Decision	Cycle C Catholic Social Teaching	Personal Development Opportunities 'Improve' and 'Work hard' Virtue: Service
EYF S	<p><u>10/10</u> <u>- I like, you like, we all like!</u></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Various</i></p>	<p><u>1 DECISION</u></p> <p>Story: Blue explores road safety Talking and Sorting Cards: – <u>Blue is playing tennis in the park. The ball goes out on to the road. What can blue do?</u> Dilemma/Scenario: Road safety –</p> <p><u>FBV – Rule of Law</u></p>	<p><u>CARITAS</u></p> <p>Caritas – Option for the poor and vulnerable – God’s gifts are for everyone</p> <p><i>Virtue: Service</i></p> <p><u>FBV – Individual Liberty</u></p>	<p><u>10/10</u> <u>All the feelings</u></p>	<p><u>1 DECISION</u></p> <p>Story: <u>Green’s daddy moves out</u> Dilemma Drops: <u>Blue Feels Sad</u> Talking Cards: <u>Pink Misses Mummy</u></p>	<p><u>CARITAS</u></p> <p>Caritas – Option for the poor and vulnerable – Learning to share our toys and food with our friends so that everybody has enough</p> <p><i>Virtue: Service</i></p> <p><u>FBV – Individual Liberty</u></p>	<p>To improve our letter formation and try and sit the letters on the line.</p> <p>To improve our quick recall of number bonds to 10.</p> <p>Curriculum based (UTW- We’re going on a Bear Hunt). We are going to <u>improve</u> our team work skills just like the family did, as they travelled through the settings to find the Bear.</p>
Y1	<p><u>EQUALITEACH</u></p> <p><u>H</u></p> <p>‘I could be, you could be’ – by Karen</p>	<p><u>EQUALITEACH</u></p> <p>‘Pass it Polly’ – by Sarah Garland – Gender equality focus Link to FBV – Mutual respect and tolerance</p>	<p><u>CARITAS</u></p> <p>Option for the poor and vulnerable – Some of God’s family have plenty of food, toys and clothes. Some don’t.</p>	<p><u>10/10</u> <u>Special People</u></p> <p><i>Character trait:</i></p>	<p><u>1 DECISION</u> <u>Helping someone in need</u></p>	<p><u>CARITAS</u></p> <p>Option for the poor and vulnerable – Exploring the feelings of</p>	<p>Try to improve your handwriting in all subjects. Try to improve the quality of your drawings in all subjects.</p>

	<p>Owen and Barroux – Focus on gender equality and careers</p> <p><i>Character trait:</i> <i>Improve/Work Hard</i></p> <p><i>Virtue:</i> <i>Service</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>	<p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>		<p><i>Improve/Work Hard</i></p> <p><i>Virtue:</i> <i>Service</i></p>	<p><i>Virtue:</i> <i>Service</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>those who have plenty and those who have little.</p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>Curriculum opportunities: History - Florence Nightingale and Mary Seacole worked really hard to improve the cleanliness of hospitals during wartime.</p> <p>Mary Seacole- to imagine, acceptance. The life of a BAME female nurse.</p> <p>Geography- Thinks to maths and directions. Can you improve your vocabulary to use maps with key features to direct and guide.</p>
Y2	<p><u>EQUALITEACH</u></p> <p>Read 'Kave Tina Rox' and talk about gender stereotypes - Link to FBV – Mutual respect and tolerance</p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>EQUALITEACH</u></p> <p>Read and discuss 'Dogs don't do ballet' in relationship to gender expectations – please see p61</p> <p>https://equaliteach.co.uk/downloads/EqualiTeach-Outside-The-Box.pdf</p> <p>After reading and discussing the book, solicit unfair ideas and expectations that the class are aware of about boys and girls, such as 'girls can't play football', 'boys can't wear pink' etc. Agree that these ideas are false, unfair</p>	<p><u>EQUALITEACH</u></p> <p>Read 'The Worst Princess' and talk about gender stereotypes - Link to FBV – Mutual respect and tolerance</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>	<p><u>1 DECISION</u></p> <p><u>Helping someone in need</u> (Being responsible)</p> <p><i>Character trait:</i> <i>Improve/Work Hard</i></p> <p><i>Virtue:</i> <i>Service</i></p>	<p><u>CARITAS</u></p> <p>Option for the poor and vulnerable – Working together to make our family happy. Exploring justice and fairness.</p> <p><i>Character trait:</i></p>	<p><u>CARITAS</u></p> <p>Option for the poor and vulnerable – Who needs our help? How can we help?</p> <p><i>Character trait:</i> <i>Improve/Work Hard</i></p>	<p>Improve my organisational skills, making sure I am prepared for each lesson.</p> <p>Improve my confidence at sharing ideas in class.</p> <p>History: <u>Character trait – Florence Nightingale had to work hard to get where she needed to be and improve</u></p>

	<p><i>Protected characteristics: Gender</i></p>	<p>and can hurt people’s feelings. Invite the young people to draw their own story book inspired by Biff’s story, using the unfair ideas on the board as book titles</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>		<p><u>FBV – Individual Liberty</u></p>	<p><i>Improve/Work Hard</i></p> <p><i>Virtue: Service</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><i>Virtue: Service</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>the quality of care for the soldiers.</p> <p>Science:</p> <p><u>Alan Titchmarsh- Botanist & Gardener</u></p> <p>Improving gardens, making improvements to help others.</p> <p>Charles Macintosh-</p> <p>Waterproof material.</p> <p>Wellies. Improved his Inventions. encouraging children to make a small improvement to their design.</p>
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Y3	<p><u>10/10</u> <u>Y3: Jesus my friend</u></p> <hr/>	<p><u>10/10</u> Y3: <u>The Sacraments</u></p> <hr/> <p><u>Anti-Bullying Week</u> 10/10 <u>When things feel bad (Bullying)</u></p> <p><u>Sharing online</u></p> <p><u>Chatting online</u></p> <p><u>FBV – Mutual respect and tolerance, Rule of Law and Individual Liberty</u></p> <p><i>Protected characteristics: Gender</i></p>	<p><u>EQUALITEACH</u> https://equaliteach.co.uk/downloads/</p> <p>Use Catholic Social Teaching to challenge ideas younger pupils may have about what boys, girls, men and women ‘can’t’ or ‘should’ do....Tell the class that they will now have a chance to learn about a real-life weightlifter. Introduce the role model (in the case of the weightlifter, Amna Al Haddad) using the accompanying videos (see below). Facilitate a discussion about young peoples’ responses to the real-life role model.</p> <p><i>Character trait: Improve/Work Hard</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristics: Gender</i></p>	<p><u>EQUALITEACH</u> <u>H</u> <u>Continuation of P63</u></p>	<p><u>EQUALITEACH</u> <u>H</u> <u>P64 of Equaliteach</u></p> <p>Space invaders activity linked to gender stereotypes</p> <p>Equality: Gender</p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristic s: Gender</i></p>	<p><u>EQUALITEACH</u> <u>H</u> <u>Continuation of P64 of Equaliteach</u></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><i>Protected characteristic s: Gender</i></p>	<p>Team work- taking turns and listening to each others ideas. When using web of ideas acknowledge what your team mate has said.</p> <p>Study the Scientist-improvements in health</p> <div data-bbox="1832 419 2130 539" data-label="Text"> <p>Washington & Lucius Sheffield- Toothpaste in a tube</p> </div> <p>Discuss how their invention has improved our health, reducing tooth decay- link to serving others- discipleship</p> <p><u>Personal Development</u></p> <p><u>Improve concentration skills –</u></p> <p>Draw a step-by-step Viking Ship and annotate it with information learned about their effectiveness.</p> <div data-bbox="1823 1075 2145 1337" data-label="Image"> </div>
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Y4	<u>Y4: Changing bodies</u>	<u>Y4: Changing bodies</u> including session 5 Male/Female Discussion groups <u>Anti-Bullying Week</u> 10/10 <u>When things feel bad (Bullying)</u> <u>Sharing online</u> <u>Chatting online</u> <i>Character trait: Improve/Work Hard</i> <i>Values: Service</i> <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Gender</i>	<u>1 DECISION</u> <u>Worry</u> <i>Character trait: Improve/Work Hard</i>	<u>1 DECISION</u> <u>Anger</u> <i>Character trait: Improve/Work Hard</i>	<u>EQUALITEAC</u> <u>H</u> Read 'Pass it Polly' Read and discuss gender stereotypes Equality: Gender Equality <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Gender</i>	<u>EQUALITEAC</u> <u>H</u> Creating posters to showcase how you can be whatever you want to be linked to the gender equality theme <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Gender</i>	<u>Science</u> <u>Study the scientist-</u> look at character traits and how match to learning code. Improvements in health - xrays Marie Curie- Radiation- She carried on even though she was sick with radiation- Never Give up <div data-bbox="1827 718 2074 818"></div>
Y5	<u>1 DECISION</u> <u>British Values</u> <u>FBV – All</u>	<u>10/10</u> <u>Classroom Shorts</u> <u>Recognise, Respond and Stereotypes</u> (Prejudice, discrimination and protected characteristics) <u>FBV – Mutual respect and tolerance</u>	Y5 <u>10/10</u> <u>Peculiar Feelings</u> <u>FBV – Rule of law, individual liberty</u>	Y5 <u>10/10</u> <u>Peculiar Feelings</u> <u>FBV – Rule of law,</u>	<u>CARITAS</u> Solidarity and the common good – I listen to you with my ears, eyes, heart and mind	<u>CARITAS</u> Solidarity and the common good -We walk together as people of peace	In history: To improve our understanding of the British Empire inc dates, countries and negative and positive impact. Improve being able to make comparisons with other areas studied. AND

		Protected characteristics: All		individual liberty	Character trait: Improve/Work Hard Values: Service FBV – Mutual respect and tolerance	FBV – Mutual respect and tolerance	<p>Improve understanding by comparison of beliefs – Ancient Greek Gods/compare to British – Victorian and Tudors – similarities with ancient Egypt that all children have studied in LKS2</p> <p>Science:</p> <p>The effect of exercise on the body: To improve our understanding of healthy eating and exercise and how this can impact our overall health</p> <p>Reproduction of plants and animals: To use our Red Pen opportunities to show effort in refining and adjusting work to improve our understanding of newly gained knowledge</p> <p>To improve In Geography:</p>
Y6	<u>10/10</u> The Holy Trinity Main Lesson	<u>10/10</u> The Holy Trinity Deepen knowledge and understanding through extension tasks.	Y6 <u>10/10</u> Seeing Stuff online (Pornography) FBV – Rule of law, individual liberty	Y6 <u>10/10</u> Seeing Stuff online (Pornography) FBV – Rule of law, individual liberty	10/10 Emotional Changes Main Lesson	10/10 Emotional Changes Deepen knowledge and understanding using extension tasks.	<p>our understanding of healthy eating and exercise and how this can impact our overall health</p> <p>Reproduction of plants and animals: To use our Red Pen opportunities to show effort in refining and adjusting work to improve our understanding of newly gained knowledge</p> <p>To improve In Geography:</p>

							<p>Improve our retention of key geographical vocabulary (marine biome)</p> <p>And (Ice biome) Improve our ability to share responsibilities within a team</p>
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Lent 2 Revisit of Harmful Sexual behaviour / British Values (Mutual respect) / Equality (Celebrating other faiths)							
	Cycle A RSE	Cycle B 1 Decision	Cycle C Catholic Social Teaching	Cycle A RSE	Cycle B 1 Decision	Cycle C Catholic Social Teaching	Personal Development Opportunities Character Trait: Concentrate Virtue: Perseverance
EYFS	<u>10/10</u> – Let’s get real (Saying Sorry)	<u>1 DECISION</u> Story: Rainbows food journey Talking and Sorting Cards: Food from around the world and ways in which they are eaten.	<u>CARITAS</u> Rights and responsibilities – God wants everyone to be happy.	<u>10/10</u> Session 1 – Growing up	<u>1 DECISION</u> Story: Rainbow visits the seaside Talking and Sorting Cards: ways to stay	<u>CARITAS</u> Rights and responsibilities – God gives us all we need to be happy.	We don’t give up/persevere when we’re trying to write a sentence independently.

	FBV – Mutual respect and tolerance	<p>Dilemma/Scenario: Blue has forgotten her packed lunch from home. She has never had a school dinner before and she is worried she will not like it.</p> <p><i>Virtue: Perseverance</i></p>	FBV – Individual liberty and rule of law		<p>safe and cool in the hot weather</p> <p>FBV – Individual liberty and rule of law</p>	FBV – Individual liberty and rule of law	<p>We will <u>concentrate</u> on being like Jesus during Lent.</p> <p>Curriculum based (UTW – Handa's Surprise).</p> <p>We will <u>try new things</u> just like Handa wanted Akeyo to do, when trying the different fruits, and <u>not give up</u> after the first try.</p> <p>We will <u>work hard</u> to try to <u>understand others</u> and recognise that we are all different.</p>
Y1	<p><u>EQUALITEACH</u></p> <p>‘My own special way’ – book to read focussed on Hijab wearing By Mithaa alKhayyat and Vivian French</p> <p>FBV – Mutual respect and tolerance</p>	<p><u>EQUALITEACH</u></p> <p>Read ‘The Same but different’ – share the picture book and discuss difference</p> <p>FBV – Mutual respect and tolerance</p> <p><i>Protected characteristics: Various</i></p>	<p><u>10/10</u></p> <p>Feelings, like and dislikes</p>	<p><u>10/10</u></p> <p>Feeling inside out</p>	<p><u>10/10</u></p> <p>Treat others well</p> <p>FBV – Rule of law, individual liberty</p>	<p><u>10/10</u></p> <p>And say sorry</p>	<p>Work hard on using your phonic knowledge in your writing. Work hard on your reading at home.</p> <p>Mae Jemison – acceptance and worked hard to become the first black female astronaut. Neil Amstrong- how did his hard work and perseverance lead</p>

	Protected characteristics: Religion						<p>him to reach his dreams.</p> <p>imagine – a new pupil had never been to derby, London etc.. What landmarks would you show them? Could you show them where Derby is on a map? Could you create a map of our classroom to help guide them? Links - to maths and directions. Can you improve your vocabulary to use maps with key features to direct and guide.</p>
Y2	<p><u>10/10</u></p> <p><u>Physical Contact</u></p> <p><u>(Non FGM version)</u></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>Revisit NSPCC Pants rule materials</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p>	<p><u>EQUALITEACH</u></p> <p>Read, 'The Guru and the King' by Bali Rai</p> <p>Focus on people of other faiths</p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>10/10</u></p> <p><u>Harmful substances – Part 1</u></p> <p><u>FBV – Rule of law and individual liberty</u></p>	<p><u>1 Decision Medicines</u></p> <p><u>FBV – Rule of law and individual liberty</u></p>	<p><u>CARITAS</u></p> <p>Rights and responsibilities – Finding happiness with each other</p> <p><i>Virtue: Perseverance</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p>Work hard on your homework at home. Don't give up when work becomes challenging.</p> <p>Geography: Doesn't give up/work hard- looking at the traditions of the military. Enjoy the results of effort in areas of interest. The tattoo is a celebrations of these efforts.</p> <p>History: Character trait linked to Battle of Hastings:</p>

			Protected characteristics: Religion				Does not give up, work hard: the soldiers had to work hard as a team and not give up in order to try and win the battle for their country. Enjoy results of working with others to achieve something. Science: Eugenie Clark – marine biologist. Improve, Doesn't give up and goes for gold in her research about sharks and their habitats. Keep going in an activity that interests her.
Y3	10/10 Safe in my body (The FGM Free version) <i>Character trait: Concentrate</i>	10/10 Safe in my body Extended Activities <i>Character trait: Concentrate</i>	EQUALITEACH 'Ramadan Moon' – Read and discuss a special holiday from another faith Equality: Other faiths FBV – Mutual respect and tolerance Protected characteristics: Religion	10/10 A Time For Everything (Grief focus)	1 DECISION Grief (Feelings and emotions 5-8)	10/10 Classroom Shorts linked to Safe in my body – Railways and Water FBV – Rule of law, individual liberty	History - Personal Development – Debate – Which is the most important Egyptian discovery? The Narmer Palette, The Rosetta Stone, Egyptian burial masks or The Pyramids. Groups make their case in a short presentation each. Opportunities to ask questions and then vote. Study the Scientist- work hard to be an expert in your field. teamwork and sharing ideas. Mary Anning shared her discoveries.

							Mary Anning- Fossil hunter
Y4	<u>10/10</u> <u>Family, Friends and Others</u> <i>Virtue: Perseverance</i>	<u>10/10</u> <u>Family, Friends and Others</u> Extended activities <i>Virtue: Perseverance</i>	<u>EQUALITEACH</u> Read 'The proudest blue' – A story of Hijab and Family Story from another faith - Islam Equality: Other faiths <i>Virtue: Perseverance</i> <u>FBV – Mutual respect and tolerance</u> <i>Protected characteristics: Religion</i>	<u>10/10</u> <u>Critical thinking – targeted marketing online</u> <i>Character trait: Concentrate</i> <u>FBV – Individual liberty</u>	<u>1 DECISION</u> <u>Jealousy (Feelings and emotions 8-11)</u> <i>Virtue: Perseverance</i> <u>FBV – Mutual respect and tolerance</u>	<u>10/10</u> <u>Classroom</u> Shorts linked to <u>Safe in my body – Roads and Digital</u> <i>Character trait: Concentrate</i> <u>FBV – Rule of law, individual liberty</u>	<u>Science- study scientist</u> Wilhelm Rontgen - X rays- received numerous accolades for his work, including the first Nobel Prize in physics in 1901, yet he remained modest and never tried to patent his discovery. Today, X-ray technology is widely used in medicine. Focus on character trait- working hard ,being humble- <u>Personal Development</u> = <u>Don't give up and work hard – Challenge the children to decide which is the most important Egyptian artefact that has been discovered?</u> The Narmer Palette, The Rosetta Stone, Egyptian burial masks or The Pyramids. Groups make their case in a short presentation each. Opportunities to ask questions and then vote.

Y5	10/10 Catholic Social Teaching <i>Character trait: Concentrate</i> <i>Virtue: Perseverance</i>	10/10 Catholic Social Teaching <i>Character trait: Concentrate</i> <i>Virtue: Perseverance</i>	10/10 Y5: Spots and Sleep Main Lesson	10/10 Y5: Spots and Sleep Deepen knowledge and understanding using extension tasks	10/10 Y5: Reaching out Main Lesson	10/10 Y5: Reaching out Deepen knowledge and understanding through extension tasks	Science Work hard and don't give up when exploring the impact of using different components and how it effects the current of electricity
Y6	CARITAS Solidarity and the common good – I listen to you with my ears, eyes, heart and mind <i>Character trait: Concentrate</i> <i>Virtue: Perseverance</i> FBV – Mutual respect and tolerance	CARITAS Solidarity and the common good - We walk together as people of peace <i>Virtue: Perseverance</i> FBV – Mutual respect and tolerance	10/10 Y6: Making babies part 1 Main Lesson	10/10 Y6: Making babies part 1 Deepen knowledge and understanding using extension tasks	10/10 Y6: Making babies part 2 Main Lesson	10/10 Y6: Making babies part 2 Deepen knowledge and understanding using extension tasks.	Recognise the importance of scientific discoveries, and how they continued and did not give up with their research efforts and were able to come to conclusions <u>History:</u> Work hard to understand the concept of cause and effect focusing on exploration in Tudor and Victorian times. AND I won't give up trying to understand scale on a timeline.

							<p><u>Geography:</u> We will work hard to help other learners understand how humans affect the freshwater in our world</p> <p>AND</p> <p>I won't give up when it comes to learning the countries of South America and their capital cities</p>
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Pentecost 1

Focus on Healthy lifestyles / Rule of Law / Individual Liberty / Equality in relation to gender, sexuality, disability and race

	Cycle A RSE	Cycle B 1 Decision	Cycle C Catholic Social Teaching	Cycle A RSE	Cycle B 1 Decision	Cycle C Catholic Social Teaching	Personal Development Opportunities 'Understand others' Virtue: Acceptance
EYFS	<u>10/10</u> Session 1 – Role Model	<u>1 DECISION</u> Story: Yellow learns about germs Talking and Sorting Cards: <u>situations where germs may spread and actions to take to prevent this.</u>	<u>CARITAS</u> Family and Community – My school family	<u>10/10</u> – <u>Who's who?</u> <i>Character Trait:</i>	<u>1 DECISION</u> Story: Greens' greens Talking and Sorting Cards: <u>we can have this</u>	<u>CARITAS</u> Family and Community – We love and look after each other because we are all brothers and sisters in God's family.	Take it in turns to speak and listen when having a conversation with your friend. (No talking over.)

		<p>Dilemma/Scenario: <u>Purple wants to wash her hands but is too little to reach the soap pump. What can we do to help?</u></p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue: Acceptance</i></p> <p><u>FBV – Mutual respect</u></p>	<p><i>Virtue: Acceptance</i></p>	<p><i>Understand others</i></p> <p><i>Virtue: Acceptance</i></p>	<p><u>often/we can only have this on special occasions</u></p>	<p><i>Character Trait: Understand others</i></p> <p><i>Virtue: Acceptance</i></p>	<p>Play a group game, listening to each other and taking turns.</p> <p>Curriculum based (UTW – The Very Hungry Caterpillar). We will <u>respect</u> nature and <u>understand</u> the changes which occur within lifecycles.</p> <p>We will <u>ask good questions</u> to develop our understanding of lifecycles.</p>
Y1	<p>CARITAS Family and Community – We are all part of a community</p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue: Acceptance</i></p>	<p><u>10/10</u></p> <p>Unit 1: <u>The communities we live in</u></p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue: Acceptance</i></p> <p><u>FBV – Mutual respect and tolerance</u></p>	<p><u>1 DECISION</u> <u>Staying Safe</u></p> <p><u>FBV – Rule of law, individual liberty</u></p>	<p><u>10/10</u> <u>Life cycles</u></p>	<p><u>10/10</u> <u>Shorts - Just you wait</u></p>	<p><u>10/10</u> <u>Shorts - God never changes</u></p>	<p>Try to choose a different person to play with. Listen carefully to others during TTYP and group work.</p> <p>Curriculum based: History - The Wright Brothers worked together to achieve their dreams. The wright brothers worked hard to improve their</p>

	FBV – Mutual respect and tolerance						<p>designs and be resilient.</p> <p>Science: How could you improve your diet to make it healthier?</p>
Y2	<p><u>1 DECISION</u> Living in our world (Our world) Main Lesson <i>Character Trait: Understand others</i> <i>Virtue: Acceptance</i></p>	<p><u>1 DECISION</u> Living in our world (Our world) Deepen knowledge and understanding using extension tasks. <i>Character Trait: Understand others</i> <i>Virtue: Acceptance</i></p>	<p><u>CARITAS</u> Family and Community – I belong to my family and my community <i>Character Trait: Understand others</i> <i>Virtue: Acceptance</i> FBV – Mutual respect and tolerance</p>	<p><u>CARITAS</u> Family and Community – My community needs me <i>Virtue: Acceptance</i></p>	<p><u>EQUALITEACH</u> Read, 'In every house, on every street' by Jess Hitchman – Discuss different families and cultures <i>Character Trait: Understand others</i> <i>Virtue: Acceptance</i> FBV – Mutual respect and tolerance <u>Protected Characteristics: Various</u></p>	<p><u>EQUALITEACH</u> Spend some time drawing what they think a family looks like – show different versions of these – did anyone draw... step family? 2 mums? 2 dad? Grandparents looking after /Aunties/Uncles/Sisters looking after / Foster families/ Single parents The read 'Love makes a family' Are these still families? YES So what is a family? Create a class definition Equality – Sexuality All created and loved by God is the key message!</p>	<p>Play with someone if they seem lonely or left out. Spend time talking to and playing with different people and break and lunchtime.</p> <p>Geography: Understanding others – knowing that one's behaviour affects other peoples / world. Pollution in the GBR. History: <u>understanding others.</u> How did Rosa Parks's actions impact others? Show an understanding of how people lived during that time and how we should act and live today. Understand how her behaviour affected others. Science:</p>

						<p><i>Character Trait: Understand others</i></p> <p><i>Virtue: Acceptance</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><u>Protected Characteristics: Various</u></p>	<p>Steve Irwin – exploring the wildlife and their food / habitats. Show an understanding of how their actions can impact others. Destroying habitats etc.</p> <p>Water Aid- understanding others point of view, the impact of dirty water on humans and sanitation. Links to healthy living.</p>
Y3	<p>During Healthy Fortnight</p> <p>1 DECISION</p> <p><u>Drugs, alcohol and tobacco</u></p>	<p><u>EQUALITEACH</u></p> <p>The Big Book of Families</p> <p>Read and discuss how different families and family lives can be</p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue: Acceptance</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><u>Protected Characteristics: Various</u></p>	<p><u>10/10</u></p> <p><u>A community of love</u></p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue: Acceptance</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><u>Protected Characteristics: Various</u></p>	<p><u>CARITAS</u></p> <p>Caritas – Family and Community – What makes community?</p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue: Acceptance</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><u>Protected Characteristics: Various</u></p>	<p><u>CARITAS</u></p> <p>Family and Community – Building up Community</p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue: Acceptance</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><u>Protected Characteristics: Various</u></p>	<p><u>CARITAS</u></p> <p>Family and Community – Building up the Kingdom of God</p> <p><i>Character Trait: Understand others</i></p> <p><i>Virtue: Acceptance</i></p> <p><u>FBV – Mutual respect and tolerance</u></p> <p><u>Protected Characteristics: Various</u></p>	<p><u>History - Personal Development – Understand each other –</u></p> <p>Two sides argue fairly against each other – ask questions and respectfully challenge each other’s ideas. See task below...</p> <p><u>Y4 Extension discussion –</u></p> <p>Do you agree? The remains at Herculaneum are more important than those at Pompeii? Justify your reasons.</p>

							<u>Science</u> <u>Personal Development</u> - Scientist study - Understanding others - How we need to understand how our bodies work also look at character traits- curiosity- Ask good questions <div>Ivan Pavlov- Digestive System Mechanisms</div>
Y4	During Healthy Fortnight 10/10 First aid heroes Part 1 10/10 First aid heroes Part 2	10/10 How do I love others? <i>Character Trait: Understand others</i> <i>Virtue: Acceptance</i> FBV – Mutual respect and tolerance	10/10 What is the Church?	1 DECISION Coming home on time (Being responsible -8-11) FBV – Individual liberty	10/10 Working together (Careers) <i>Character Trait: Understand others</i> <i>Virtue: Acceptance</i> FBV – Mutual respect and tolerance	10/10 Working together shorts – We are called, Same job – different pay <i>Character Trait: Understand others</i> <i>Virtue: Acceptance</i> FBV – Mutual respect and tolerance Protected Characteristics: Various – Prejudice and discrimination	<u>Personal Development</u> - Scientist study - Understand others -how we hear also look at character traits- curiosity- Ask good questions <div>Aristotle - Sound Waves Gailileo Galilei - Frequency and Pitch of Sound Waves</div>
Y5	Y5	<u>Healthy Fortnight</u>	10/10	1 DECISION	1 DECISION		

	<u>10/10</u> The World of Work and classroom shorts 'Always learning', 'Being Smart' and 'Beyond School'	<u>10/10</u> Impacted lifestyles Alcohol, drugs and smoking 1 DECISION Alcohol	Giving Assistance (First Aid) FBV – Rule of law and individual liberty	Y5: In-App Purchases Main Lesson FBV – Rule of law and individual liberty	Y5: In-App Purchases Deepen knowledge and understanding using extension tasks.	1 DECISION Water Safety FBV – Rule of law and individual liberty	Science: Understand the physical changes of humans and how we all develop and at our own pace Respect for others Describe and show other's viewpoints about the theory of Evolution Ask good questions Charles Darwin: Theory of Evolution History: Understanding others: Show an understanding of Victorian life and the significance of important new inventions. Show an understanding of the world generations by looking at family trees and understanding the relationships
Y6	Y6 <u>10/10</u> Coping with change and classroom shorts – Peace under pressure (SATS) and 'Starting Secondary School' and 'Dear Diary'	<u>HEALTHY FORTNIGHT</u> <u>10/10</u> Making good choices Drugs, alcohol and peer pressure 1 DECISION Smoking Followed by 10/10 Classroom shorts 'What we know now' and 'Vaping' FBV – Rule of law and individual liberty	Y6 <u>10/10</u> Coping with change and classroom shorts – Peace under pressure (SATS) and 'Starting Secondary School' and 'Dear Diary' Recap and deepen knowledge with extension tasks.	1 DECISION Stealing FBV – Rule of law and individual liberty	<u>10/10</u> Year 6: Menstruation Main Lesson (Split gender groups) FBV – Rule of law and individual liberty	<u>10/10</u> Year 6: Menstruation Deepen knowledge and understanding using extension tasks. (Split gender groups) FBV – Rule of law and individual liberty	

							between different generations.
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Pentecost 2

Focus: Staying safe (Individual liberty) and Healthy lifestyles

	Cycle A RSE	Cycle B HEALTHY FORNIGHT	Cycle C Catholic Social Teaching	Cycle A RSE	Cycle B 1 Decision	Cycle C Catholic Social Teaching	Personal Development Opportunities 'Concentrate' and 'Imagine' Virtue: Respect
EYFS	<u>1 DECISION</u> <u>Green moves up a year group</u> <u>Dilemma: Pink's new classmate</u>	<u>10/10</u> <u>Safe inside and out</u> Session 2 – <u>My Body, My rules</u> Session 3 <u>Feeling Poorly</u> <u>1 DECISION</u> <u>Story: Red visits the dentist</u>	<u>10/10</u> <u>Unit 1: Session 1 – God is love</u>	<u>10/10</u> 4: <u>Session 4 – People who help us</u> Values: <u>Respect</u> FBVs: <u>Mutual respect</u>	<u>10/10</u> <u>When I grow up plus classroom shorts</u>	<u>10/10</u> <u>Unit 2: Session 1 – Me, You, Us</u>	We can concentrate during a short task until it is complete. We can use our imagination to write our own stories. Curriculum based (UTW – Farmer Duck.)

		<p>Talking and Sorting Cards: <u>express feelings of visiting these places now and in the future</u></p> <p>Dilemma/Scenario: <u>Red has got toothache and is worried about telling her parents in case they take her to the dentist. What should she do?</u></p> <p>FBVs: Individual liberty</p>					<p>We will <u>concentrate</u> on our jobs just like Farmer Duck did on the farm but remember that we are <u>not alone</u>, and that we can help each other.</p> <p>We <u>remember</u> how we should treat other people, <u>reflecting</u> on our own choices, just like the farmer should have done.</p>
Y1	<p>CARITAS</p> <p>Caritas – The dignity of work – Everybody’s work is valuable and important for the community.</p> <p>Character trait: Imagine/Concentrate</p> <p>Values: Respect</p>	<p><u>1 DECISION</u></p> <p><u>Year 1: Washing hands</u> (Keeping/Staying Healthy)</p> <p><u>Brushing Teeth</u> <u>Road Safety</u> (Keeping/Staying Safe)</p> <p><u>Is it safe to eat or drink?</u> (Hazard Watch)</p> <p>10/10</p> <p><u>Clean and Healthy</u> <u>(My body)</u></p>	<p><u>10/10</u></p> <p>KS1: Module 2, Unit 3, Session 5 – <u>Can you help me?</u> (Emergency services) Part 1</p> <p>Character trait: Concentrate</p> <p>Values: Respect</p>	<p><u>10/10</u></p> <p>KS1: <u>Module 2, Unit 3, Session 5 – Can you help me?</u> (Emergency services) Part 2</p> <p>Character trait: Concentrate</p> <p>Values: Respect</p>	<p><u>10/10</u></p> <p><u>Money doesn’t grow on trees and classroom shorts</u></p> <p>Values: Respect</p>	<p><u>10/10</u></p> <p><u>Who will I be?</u> (Careers and transition)</p> <p>Character trait: Imagine/Concentrate</p>	<p>Concentrate whilst instructions are being given. Use your imagination to create new games to play with your friends.</p> <p>Curriculum: Science – use your imagination. Imagine what it’s like to be a scientist. Come up with good questions that you would ask a scientist.</p>

		FBVs: Rule of law, individual liberty					<p>Geography: imagine what would be like to live on the continent of Antartica. What items would be useful?</p> <p>Science: Link to geography, what materials would be useful for the objects you would take to antartica.</p>
Y2	<p><u>1 DECISION</u> <u>Practice makes perfect</u></p> <p>Character trait: Concentrate</p>	<p><u>1 DECISION</u> <u>Healthy eating (Keeping/Staying Healthy)</u></p> <p>And extended activities for healthy fortnight</p> <p>Values: Respect</p>	<p><u>1 DECISION</u> <u>Working in our world (Our world)</u></p> <p>Main Lesson</p> <p>Character trait: Imagine/ Concentrate</p>	<p><u>1 DECISION</u> <u>Working in our world (Our world)</u></p> <p>Deepen knowledge and understanding th</p> <p>Character trait: Imagine/ Concentrate</p>	<p><u>CARITAS</u></p> <p>The dignity of work – Finding my special job, my gift to the world</p> <p>Character trait: Imagine/ Concentrate</p> <p>Values: Respect</p>	<p><u>CARITAS</u></p> <p>The dignity of work – Working hard to be the best you can be, for others.</p> <p>Character trait: Imagine/ Concentrate</p> <p>Values: Respect</p> <p>FBVs: Mutual respect</p>	<p>Concentrate when completing independent tasks. Imagine how you are going to develop when you move to year 3, what are you looking forward to? What are your worries?</p> <p>Geography: Character trait: Imagine what it would be like to live as an Aborigine by responding to the ideas of others. Understanding others, listening to their points of view and why they live</p>

							<p>their lives the way they do.</p> <p>Concentrate and imagine. Develop and act on ideas.</p> <p>How can we protect the rainforest?</p> <p>History: <u>Concentrate- give attention to areas of interest and tune out distractions.</u> Children will need to focus their attention and concentrate on picking out key points on the tapestry.</p> <p>Science: Teamwork, concentrate and imagine. Give attention to an area of interest. Showing signs of concentrating when constructing their circuits.</p> <p>STEM WEEK</p>
Y3	<p><u>10/10</u> Big Changes Little Changes</p> <p>Main Lesson Character trait: Imagine/ Concentrate</p>	<p><u>10/10</u> Big Changes Little Changes Classroom Shorts</p> <p>Shorts videos. What do they do?</p>	<p>Caritas – The dignity of work – Exploring our understanding of work. How does work build us up?</p> <p>Character trait: Imagine/</p>	<p>Caritas – The dignity of work – The many sides of working together to build up a community.</p>	<p><u>10/10</u> Money Matters</p> <p>Character trait: Imagine/ Concentrate</p> <p>Values: Respect</p>	<p><u>10/10</u> Money Matters Shorts What is money? Where does money come from?</p> <p>Shorts videos</p>	<p><u>History - Personal Development</u></p> <p>Use imagination and concentrate on prior understanding – Research what was</p>

	<p>Values: Respect</p>	<p>What do you want to be? (Careers)</p> <p>Character trait: Imagine/ Concentrate</p>	<p>Concentrate</p> <p>Values: Respect</p>	<p>Character trait: Imagine/ Concentrate</p> <p>Values: Respect</p>	<p>FBVs: Individual liberty</p>	<p>Character trait: Imagine/ Concentrate</p> <p>Values: Respect</p> <p>FBVs: Individual liberty</p>	<p>happening to the climate during the Stone Age – What impact did the changing climate have on these people? Discuss what they think the Stone Age people would have done to deal with this change in climate. Compare with today's struggles with climate change.</p> <p>Science-</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Adelle Davis - Nutritionist</p> </div> <p>During Healthy Fortnight and STEM week focus on how diet and sleep helps us to concentrate</p> <p>Geography- Local study- focus on how we can be part of our community - discipleship</p>
Y4	<p><u>1 DECISION</u></p> <p><u>Breaking down barriers (A world without judgement)</u></p>	<p><u>10/10</u></p> <p><u>Big Changes Little Changes Classroom Shorts</u></p> <p>We can be (Careers)</p> <p>Character trait: Imagine/ Concentrate</p>	<p><u>10/10</u></p> <p><u>Rights and responsibilities</u></p> <p>Values: Respect</p> <p>FBVs: Rule of law and individual liberty</p>	<p><u>1 DECISION</u></p> <p><u>Chores at home (The working world 8-11)</u></p> <p>Values: Respect</p>	<p><u>CARITAS</u></p> <p>The dignity of work – Recognising and helping others to find their gift and to share it.</p> <p>Character trait: Imagine/</p>	<p>CARITAS</p> <p>The dignity of work – Enabling each others to aim high</p> <p>Values: Respect</p>	<p><u>Geography- Fair Trade- how to treat others with respect.</u></p> <p><u>Science- STEM week</u> Learn about how surgeons have to concentrate in</p>

	<p>Values: Respect</p> <p>FBVs: Mutual respect and tolerance</p> <p>Protected Characteristics: Various</p>			FBVs: Individual liberty	<p>Concentrate</p> <p>Values: Respect</p>	FBVs: Mutual respect	order to keep tools and hands clean and free of germs- Ref Joseph Lister who developed antiseptics system
Y5	<p><u>10/10 Money and Me plus</u> – ‘<u>You bet</u>’ and ‘<u>Gaming, gambling and more</u>’ (Gambling) and ‘<u>Let’s talk about tax</u>’.</p> <p>FBVs: Rule of law, individual liberty</p>	<p><u>10/10 Money and Me plus</u> classroom shorts – ‘<u>You bet</u>’ and ‘<u>Gaming, gambling and more</u>’ (Gambling) and ‘<u>Let’s talk about tax</u>’.</p> <p>FBVs: Rule of law, individual liberty</p>	<p><u>1 DECISION Enterprise</u></p> <p>Character trait: Imagine/ Concentrate</p> <p>FBVs: Rule of law, individual liberty</p>	<p>Year 5: Caritas – Stewardship – Enough for everybody’s need, but not everybody’s greed.</p> <p>Values: Respect</p> <p>FBVs: Mutual respect and tolerance, Democracy</p>	<p>Year 5: Caritas – Stewardship – Stewards of God’s world</p> <p>Values: Respect</p> <p>FBVs: Mutual respect and tolerance, Democracy</p>	<p>Year 5: Caritas – Stewardship – Seeing God in creation</p> <p>Values: Respect</p> <p>FBVs: Mutual respect</p>	<p><u>Science:</u></p> <p>STEM Week: show concentration and perseverance to develop a deep interest into a science project</p> <p>Earth and Space: Generate ideas and ask lots of questions to develop exploration skills</p> <p>Be willing to research your questions and learn from your discussions with others</p> <p><u>History:</u></p>

							Imagine what it was like in Ancient Greece and Tudor times by looking at their past times.
Y6	<u>1 DECISION</u> <u>Worry</u> Main Lesson	<u>1 DECISION</u> <u>Worry</u> Deepen knowledge and understanding using extension tasks.	<u>1 DECISION</u> <u>Anger</u> Main Lesson Values: Respect FBVs: Mutual respect	<u>1 DECISION</u> <u>Anger</u> Deepen knowledge and understanding using extension tasks. Values: Respect FBVs: Mutual respect	<u>10/10</u> <u>God is calling you</u> Main Lesson	<u>10/10</u> <u>God is calling you</u> Deepen knowledge and understanding using extension tasks.	<u>10/10</u> <u>Calming the Storm</u>

	Fundamental British Values	Safeguarding Curriculum Focus	Equalities Focus (Protected Characteristics)
Advent 1	Mutual respect and tolerance – Focus on racial and religious diversity. Rule of Law – School rules, law of the land Democracy – School election processes	Harmful sexual behaviour e.g. Appropriate/inappropriate touch, respecting our bodies, Pants rule, Healthy and unhealthy relationships, types of abuse including forced marriage. Peer pressure and consent in UKS2	Equalities: Race and Religion (World religions). Respecting those with English as an additional language CST: The Dignity of the Human Person
Advent 2	Mutual respect and tolerance (Anti-bullying and in relation to disability) Democracy – UK Parliament Week – Government structure and the election process Rule of law – Rules to help us – Rights and responsibilities	Revisit of harmful sexual behaviour – Pants rule, Good/bad secrets, Online safety – playing online, chatting online, image sharing, cyber bullying, making friends online, safe sharing online	Equalities: Disability (Visible and invisible) e.g. ASC, ADHD, sensory needs, hearing impairment, mobility issues, Down's syndrome

Lent 1	Rule of law – Rules of the road, Mutual respect and tolerance in relation to gender and avoiding stereotypes.	Road safety Y5/6 – Dealing with seeing inappropriate things online	Equalities: Gender equality and avoiding stereotypes.
Lent 2	Mutual Respect and Tolerance (World religions focus) Rule of law – Sun safety, railway safety, digital safety, road safety	Revisit of harmful sexual behaviour e.g. Pants rule, physical contact (boundaries),	Equalities: Respecting all religious traditions – revisiting Islamic and Sikh traditions.
Pentecost 1	Rule of Law – Hygiene rules, water safety Individual Liberty – Healthy eating (Making balanced choices),	First aid, Drugs, alcohol, tobacco and vaping. Being responsible – coming home on time, water safety, in app purchases	Equalities: Different family structures (marital status. Race, religion) and cultural backgrounds.
Pentecost 2	Individual Liberty (Staying safe and Healthy Lifestyles) and Mutual Respect and Tolerance (Breaking down barriers – difference) Rule of law – Rights and responsibilities,	Revisit of harmful sexual behaviour Trusted adults – People who help us Road safety Financial education (Gambling, debt) and careers/transition	Equalities: Revisit of all protected characteristics.

