



Life to the Full

Progression of Skills

KS1
Year 1/Year 2

Module 1

Unit/Topic	Learning Objectives	Progress Markers	Notes
Religious Understanding	<p>Children will learn that:</p> <ul style="list-style-type: none"> We are created individually by God God wants us to talk to Him often through the day and treat Him as our best friend God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness We are created as a unity of body, mind and spirit: who we are matters and what we do matters We can give thanks to God in different ways 	<ul style="list-style-type: none"> All children will know that they are created and loved by God. Most children will know that this means they are uniquely created individuals who Jesus wants to be friends with. Some children will demonstrate an understanding of personal faith and articulate how this makes them feel. 	
Me, My Body, My Health	<p>Children will learn:</p> <ul style="list-style-type: none"> That we are unique, with individual gifts, talents and skills That our bodies are good The names of the parts of our bodies (<i>naming genitalia will depend on Key Decision #1 made by individual schools</i>) That girls and boys have been created by God to be both similar and different and together make up the richness of the human family That our bodies are good and we need to look after them About what constitutes a healthy lifestyle, including physical 	<ul style="list-style-type: none"> All children will know that we are unique; that their bodies, created by God, are good; and that they need to take good care of their bodies. Most children will understand that part of being unique means we each have individual gifts, talents and skills; will be able to name taught body parts and describe how they can be used; and will be able to articulate various ways of keeping healthy and maintaining personal hygiene. 	



	<p>activity, dental health and healthy eating</p> <ul style="list-style-type: none"> • The importance of sleep, rest and recreation for our health • How to maintain personal hygiene 	<ul style="list-style-type: none"> • Some children will be able to articulate what makes themselves and others unique in terms of their individual gifts, talents and skills as well as their physicality; will demonstrate foreknowledge of body parts and confidently offer opinions around gender stereotypes; and will be able to confidently reflect on aspects of their own lifestyle that are healthy/could be healthier. 	
<p>Emotional Well-being</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> • That it is natural for us to relate to and trust one another • That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • About language to describe our feelings • In a simple way, that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character • Simple strategies for managing feelings and for good behaviour • That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do • That Jesus died on the cross so that we would be forgiven 	<ul style="list-style-type: none"> • All children will have a basic understanding of their own feelings, likes and dislikes; will understand that feelings and actions are two different things; and will understand that choices have consequences. • Most children will show respect for the likes/dislikes of others, and understand that people might experience feelings differently; will understand what it means to have choice over their actions, in spite of their feelings; and will be able to describe some simple strategies for managing feelings and maintaining good behaviour, including a basic understanding of the concept of forgiveness. • Some children will demonstrate high emotional awareness through confident discussion of feelings, likes, dislikes and the needs of themselves and others; will demonstrate a nuanced understanding of the range of intensity with which feelings can be experienced and share personal examples of times when they have chosen to act differently to how they felt; will demonstrate empathy when discussing the feelings/actions of others and have a deeper level of understanding about how we can forgive others because God forgives us. 	



<p>Life Cycles</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> • That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult 	<ul style="list-style-type: none"> • All children will understand that there are different stages of life and what these are. • Most children will understand that these life stages from birth to death are part of God's plan for us, and be able to describe what different life stages are like. • Some children will be able to confidently reflect back on their own journey of growth and look forward to future changes. 	
<p>Module 2</p>			
<p>Religious Understanding</p>	<p>Children will learn that:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • All children will understand that we are always welcome as part of God's family. • Most children will understand that saying sorry is important and can mend friendships - both with those around us and with God. • Some children will confidently offer ideas about how they can love other people in the same way God loves us. 	
<p>Personal Relationships</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> • About 'special people' (their parents, carers, friends, parish priest) and what makes them special • The importance of nuclear and wider family • The importance of being close to and trusting special people and telling them if something is troubling them • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour • About the characteristics of positive and negative relationships • About different types of teasing and that all bullying is wrong and unacceptable 	<ul style="list-style-type: none"> • All children will understand the concept of 'special people' and identify their own; will gain a basic understanding of what is appropriate and inappropriate behaviour; and will understand the importance of saying sorry and seeking forgiveness to mend friendships. • Most children will understand that their 'special people' are special to them in different ways, and be able to identify who they would go to if something was troubling them; will be able to 	



	<ul style="list-style-type: none"> • To recognise when they have been unkind and say sorry • That when people are being unkind to them and others and how to respond • That when we are unkind to others, we hurt God also and should say sorry to Him as well • That we should forgive like Jesus forgives 	<p>describe and strive to practise the qualities of being a good friend; will understand that when we are unkind to others, we hurt God too and so should say sorry to Him; and be able to identify times when they have been unkind.</p> <ul style="list-style-type: none"> • Some children will demonstrate deep emotional understanding of their own and Super Susie's 'special people', and confidently articulate what makes each of them so special; will show a more nuanced understanding of good/bad relationships (friendships) and how this relates to teasing and bullying; and will demonstrate further self-awareness about their own treatment of others and how they should forgive like Jesus forgives us. 	
<p>Keeping Safe</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> • That there are some safe and unsafe situations, including online • The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them • How to resist pressure when feeling unsafe • That they are entitled to bodily privacy • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest • That medicines are drugs, but not all drugs are good for us • That alcohol and tobacco are harmful substances • That our bodies are created by God, so we should take care of them and be careful about what we consume • About what is and isn't an emergency • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade • That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999 • Some basic principles of First Aid 	<ul style="list-style-type: none"> • All children will understand that there are good secrets and bad secrets; that medicines are drugs, but not all drugs are good for us; understand what is and isn't an emergency; and will have a sense about what is and isn't a medical emergency, and how to call 999 for help. • Most children will be able to describe and give examples of good/bad secrets, and understand that they should be open and honest with 'special people' if anything troubles them; will understand that alcohol and tobacco are harmful substances that are illegal for children to access; will understand that in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade; and will understand that First Aid can be used in many situations where an ambulance is not required, and demonstrate understanding of basic First Aid. 	



		<ul style="list-style-type: none"> • Some children will demonstrate deeper empathy and understanding of the feelings involved with good/bad secrets, and how to resist pressure when feeling unsafe; will show a nuanced understanding that, because our bodies are created by God, we should take care of them and be careful about what we consume; will demonstrate confidence, emotional maturity and strong communication skills when role playing 999 phone calls; and will confidently demonstrate knowledge of First Aid, and be curious about First Aid that can be used whilst waiting for an ambulance. 	
<p>Module 3</p>			
<p>Religious Understanding</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others • What a community is, and that God calls us to live in community with one another • A scripture illustrating the importance of living in community as a consequence of this • Jesus' teaching on who is my neighbour 	<ul style="list-style-type: none"> • All children will understand that God loves us and wants us to love others; and will understand that everyone is our neighbour. • Most children will understand that God is three in one: Father, Son and Holy Spirit; and will understand that Jesus calls us to love our neighbour even if we've never met them/don't like them. • Some children will demonstrate a more nuanced understanding of the Holy Trinity and what it means for us to be made in God's image - to love and be loved; and show a deeper understanding of the Holy Trinity as a community of love, and how being made in God's image means we are made to live in community too. 	
<p>Living in the Wider World</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> • That they belong to various communities such as home, school, parish, the wider local community, nation and global community 	<ul style="list-style-type: none"> • All children will understand that they belong to different communities. • Most children will understand that their 	

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Key Stage One



	<ul style="list-style-type: none">• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)• What harms and what improves the world in which we live in simple terms	<p>actions/inactions can help/harm the communities they are part of.</p> <ul style="list-style-type: none">• Some children will demonstrate a deeper understanding of their roles and responsibilities in different communities, and show a duty of care for the world in which we live.	
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