

Primary Phase Progression Map: Relationships and Health Education

| | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| Module 1: Created and loved by God | | | | |
| Unit 1, Religious understanding | <p>The children will learn:</p> <p>That we are created individually by God as part of His creation plan.</p> <p>That we are all God's children and are special.</p> <p>That our bodies were created by God and are good.</p> <p>That we can give thanks to God!</p> | <p>The children will learn:</p> <p>That we are created individually by God.</p> <p>That God wants us to talk to Him often through the day and treat Him as our best friend.</p> <p>That God has created us, His children, to know, love and serve Him.</p> <p>That we are created as a unity of body, mind and spirit: who we are matters and what we do matters.</p> <p>That we can give thanks to God in different ways.</p> | <p>The children will learn:</p> <p>That we are created individually by God who is Love, designed in His own image and likeness.</p> <p>That God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation).</p> <p>That every human life is precious from the beginning of life (conception) to natural death.</p> <p>That personal and communal prayer and worship are necessary ways of growing in our relationship with God.</p> <p>That in Baptism, God makes us His adopted children and 'receivers' of His love.</p> <p>That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</p> <p>That it is important to make a nightly examination of conscience.</p> <p>That receiving the Sacraments helps them to develop healthy relationships with others.</p> | <p>The children will learn:</p> <p>That we were created individually by God who cares for us and wants us to put our faith in Him.</p> <p>That physically becoming an adult is a natural phase of life.</p> <p>That lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan – and the results will be worth it!</p> |
| Unit 2 Me, My Body, My Health | <p>That we are each unique, with individual gifts, talents and skills.</p> <p>That whilst we all have similarities because we are made in God's image, difference is part of God's plan!</p> <p>That their bodies are good and made by God The names of the parts of the body (not genitalia).</p> <p>That our bodies are good and we need to look after them.</p> <p>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene.</p> | <p>That we are unique, with individual gifts, talents and skills.</p> <p>That our bodies are good.</p> <p>The names of our body parts.</p> <p>That girls and boys have been created by God to be both similar and different, together making up the richness of the human family.</p> <p>That our bodies are good and we need to look after them.</p> <p>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating.</p> | <p>That similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community.</p> <p>That self-confidence arises from being loved by God (not status, etc).</p> <p>About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</p> <p>What the term 'puberty' means.</p> <p>When they can expect puberty to take place.</p> | <p>That similarities and differences between people arise as they grow and mature.</p> <p>That by living and working together ('teamwork') we create community.</p> <p>There are many different types of family set up.</p> <p>That self-confidence arises from being loved by God (not status, etc.).</p> <p>That human beings are different to other animals. About the unique growth and development of humans, and the changes that girls will experience during puberty.</p> |

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| | | <p>The importance of sleep, rest and recreation for our health.</p> <p>How to maintain personal hygiene.</p> | <p>That puberty is part of God's plan for our bodies.</p> <p>Correct naming of genitalia.</p> <p>What changes will happen to boys during puberty.</p> <p>What changes will happen to girls during puberty.</p> | <p>About the unique growth and development of humans, and the changes that boys will experience during puberty.</p> <p>About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately.</p> <p>The need for modesty and appropriate boundaries.</p> <p>How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p> |
| <p>Unit 3 Emotional Well-Being</p> | <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc).</p> <p>That it is natural for us to relate to and trust one another.</p> <p>To develop a language to describe their feelings.</p> <p>To develop an understanding that everyone experiences feelings, both good and bad Simple strategies for managing feelings.</p> <p>Simple strategies for managing emotions and behaviour.</p> <p>That we have choices and these choices can impact how we feel and respond.</p> <p>That we can say sorry and forgive like Jesus.</p> | <p>That it is natural for us to relate to and trust one another.</p> <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc).</p> <p>A language to describe our feelings.</p> <p>To gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.</p> <p>Simple strategies for managing feelings and maintaining good behaviour.</p> <p>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes.</p> <p>That Jesus died on the cross so that we would be forgiven.</p> | <p>That emotions change as they grow up (including hormonal effects – Version 2 only).</p> <p>About the range and intensity of their feelings and that 'feelings' are not good guides for action.</p> <p>That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act.</p> <p>What 'emotional well-being' means and that positive actions and talking to trusted people enhance emotional well-being.</p> <p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>That God made us and loves us as we are.</p> <p>That some behaviour is wrong, unacceptable, unhealthy and/or risky.</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media.</p> | <p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media.</p> <p>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.</p> <p>That some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p>That emotions change as they grow up (including hormonal effects).</p> <p>That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.</p> <p>That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.</p> <p>The difference between harmful and harmless videos and images.</p> <p>The impact that harmful videos and images can have on young minds.</p> <p>Ways to combat and deal with viewing harmful videos and images.</p> |

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| <p>Unit 4 Life Cycles</p> | <p>That there are natural life stages from birth to death, and what these are.</p> | <p>Learn and appreciate that there are natural life stages from birth to death, and what these are.</p> | <p>That they were handmade by God with the help of their parents.</p> <p>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception.</p> <p>How conception and life in the womb fits into the cycle of life.</p> | <p>How a baby grows and develops in its mother's womb.</p> <p>That pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us.</p> <p>Basic scientific facts about sexual intercourse between a man and woman.</p> <p>The physical, emotional, moral and spiritual implications of sexual intercourse.</p> <p>The Christian viewpoint that sexual intercourse should be saved for marriage.</p> <p>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life.</p> <p>Some practical ways to manage the onset of menstruation.</p> |
| <p>Module 2: Created to love others</p> | <p>The children will learn:</p> | <p>The children will learn:</p> | <p>The children will learn:</p> | <p>The children will learn:</p> |
| <p>Unit 1 Religious Understanding</p> | <p>That we are part of God's family.</p> <p>That Jesus cared for others and wanted them to live good lives like him.</p> <p>That we should love other people in the same way God loves us.</p> | <p>That we are part of God's family.</p> <p>That saying sorry is important and can mend friendships.</p> <p>That Jesus cared for others and had expectations of them and how they should act.</p> <p>That we should love other people in the same way God loves us.</p> | <p>That God loves, embraces, guides and forgives us; He reconciles us with Him and one another.</p> <p>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness.</p> <p>That relationships take time and effort to sustain.</p> <p>To reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p> | <p>That God calls us to love others.</p> <p>About ways in which we can participate in God's call for us to love others.</p> |
| <p>Unit 2 Personal Relationships</p> | <p>To identify special people (e.g. parents, carers, friends) and what makes them special.</p> <p>The importance of the nuclear family and of the wider family.</p> <p>The importance of being close to and trusting of 'special people' and telling them if something is troubling them.</p> | <p>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special.</p> <p>The importance of nuclear and wider family.</p> <p>The importance of being close to and trusting special people and telling them if something is troubling them.</p> | <p>Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong.</p> <p>That there are different types of relationships including those between acquaintances, friends, family and relatives.</p> <p>That good friendship is when both persons enjoy each other's company and also want what is truly best for the other.</p> | <p>That pressure comes in different forms, and what some of those different forms are.</p> <p>There are strategies that they can adopt to resist pressure</p> <p>To understand what consent and bodily autonomy means.</p> <p>Through discussions and reflection, different scenarios where it is right to say 'no'.</p> |

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| | <p>How their behaviour affects other people and that there is appropriate and inappropriate behaviour.</p> <p>The characteristics of positive and negative relationships.</p> <p>About different types of teasing and that all bullying is wrong and unacceptable.</p> <p>To recognise when they have been unkind to others and say sorry.</p> <p>That when we are unkind, we hurt God and should say sorry.</p> <p>To recognise when people are being unkind to them and others and how to respond.</p> <p>That we should forgive like Jesus forgives.</p> | <p>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour.</p> <p>The characteristics of positive and negative relationships.</p> <p>About different types of teasing, and that all bullying is wrong and unacceptable.</p> <p>To recognise when they have been unkind and say sorry.</p> <p>To recognise when people are being unkind to them and others and how to respond.</p> <p>That when we are unkind to others, we hurt God also and should say sorry to Him as well.</p> <p>That we should forgive like Jesus forgives.</p> | <p>The difference between a group of friends and a 'clique'.</p> <p>To develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying.</p> <p>About harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> | <p>How thoughts and feelings impact on actions, and develop strategies that will positively impact their actions.</p> <p>To apply this approach to personal friendships and relationships.</p> |
| <p>Unit 3 Keeping Safe</p> | <p>About safe and unsafe situations indoors and outdoors, including online.</p> <p>That they can ask for help from their special people.</p> <p>To know they are entitled to bodily privacy.</p> <p>That they can and should be open with 'special people' they trust if anything troubles them.</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest.</p> <p>That medicines should only be taken when a parent or doctor gives them to us.</p> <p>That medicines are not sweets.</p> <p>That we should always try to look after our bodies, because God created them and gifted them to us.</p> <p>That there are lots of jobs designed to help us.</p> <p>That paramedics help us in a medical emergency.</p> | <p>That children will learn to understand safe and unsafe situations, including online.</p> <p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them.</p> <p>How to resist pressure when feeling unsafe.</p> <p>To know that they are entitled to bodily privacy;</p> <p>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.</p> <p>That medicines are drugs, but not all drugs are good for us.</p> <p>That alcohol and tobacco are harmful substances.</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>About what is and isn't an emergency.</p> | <p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>How to use technology safely.</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>How to use technology safely.</p> <p>That bad language and bad behaviour are inappropriate.</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p> | <p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>How to use technology safely.</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>What the term cyberbullying means and examples of it.</p> <p>What cyberbullying feels like for the victim How to get help if they experience cyberbullying.</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> |



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| | <p>That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance.</p> | <p>That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade.</p> <p>To call 999 in an emergency and ask for ambulance, police and/or fire brigade.</p> <p>That if they require medical help but it is not an emergency, basic First Aid should be used instead of calling 999.</p> <p>Some basic principles of First Aid.</p> | <p>That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest.</p> <p>To understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body.</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>That in an emergency, it is important to remain calm.</p> <p>That quick reactions in an emergency can save a life.</p> <p>That children can help in an emergency using their First Aid knowledge.</p> | <p>About the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</p> <p>How to make good choices about substances that would have an impact on their health.</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>How, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco.</p> <p>That they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies.</p> <p>That 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.</p> |
| Module 3: Created to live in community | The children will learn: | The children will learn: | The children will learn: | The children will learn: |
| Unit 1 Religious Understanding | <p>That God is love: Father, Son and Holy Spirit.</p> <p>That being made in His image means being called to be loved and to love others.</p> <p>What a community is, and that God calls us to live in community with one another.</p> <p>Some Scripture illustrating the importance of living in a community.</p> <p>That no matter how small our offerings, they are valuable to God and He can use them for His glory.</p> | <p>That God is love: Father, Son and Holy Spirit.</p> <p>That being made in His image means being called to be loved and to love others.</p> <p>What a community is, and that God calls us to live in community with one another.</p> <p>A scripture illustrating the importance of living in community as a consequence of this.</p> <p>About Jesus' teaching on neighbours.</p> | <p>That God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship.</p> <p>That the human family reflects the Holy Trinity in mutual charity and generosity.</p> <p>That we are made in the image of God, which means we are made to love God and others, and be loved by God and others.</p> <p>That the human family reflects the Holy Trinity in charity and generosity.</p> <p>That the Church family comprises of home, school and parish (which is part of the diocese).</p> | <p>That God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.</p> <p>That the Holy Spirit works through us to share God's love and goodness with others.</p> <p>The principles of Catholic Social Teaching.</p> <p>That God formed them out of love, to know and share His love with others.</p> |
| Unit 2 Living in the Wider World | <p>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community.</p> | <p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community.</p> | <p>That God wants His Church to love and care for others.</p> <p>To devise practical ways of loving and caring for others.</p> | <p>To apply the principles of Catholic Social Teaching to current issues.</p> <p>Ways in which they can spread God's love in their community.</p> |



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| | <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling, etc.).</p> <p>About what harms and what improves the world in which they live.</p> | <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.).</p> <p>About what harms and what improves the world in which we live.</p> | | |
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