# Life To The Full Primary Progression of Skills

## Whole School

| Module 1 | | | | |
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| | **EYFS** | **KS1** | **LKS2** | **UKS2** |
| **Religious Understanding** | Children can express that:<br>• We are created individually by God as part of His creation plan<br>• We are all God's children and are special<br>• Our bodies were created by God and are good<br>• We can give thanks to God | Children can express that:<br>• We are created individually by God<br>• God wants us to talk to Him often through the day and treat Him as our best friend<br>• 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<br>• We are created as a unity of body, mind and spirit: who we are matters and what we do matters<br>• We can give thanks to God in different ways | Children can explain that:<br>• We are created individually by God who is Love, designed in His own image and likeness<br>• 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)<br>• Every human life is precious from the beginning of life (conception) to natural death<br>• Personal and communal prayer and worship are necessary ways of growing in our relationship with God<br>• In Baptism God makes us His adopted children and 'receivers' of His love<br>• By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue) | Children can explain that:<br>• We were created individually by God who cares for us and wants us to put our faith in Him<br>• Physically becoming an adult is a natural phase of life<br>• 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! |

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| | | | • It is important to make a nightly examination of conscience | |

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| | | | • Receiving the Sacraments helps them to develop healthy relationships with others | |

| | EYFS | KS1 | LKS2 | UKS2 |
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| **Me, My Body, My Health** | Children can express that:<br>• We are each unique, with individual gifts, talents and skills<br>• Whilst we all have similarities because we are made in God's image, difference is part of God's plan<br>• Their bodies are good and made by God<br>• The names of the parts of the body (not genitalia)<br>• Our bodies are good and we need to look after them<br>• What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene | Children can explain:<br>• We are unique, with individual gifts, talents and skills<br>• Our bodies are good<br>• The names of the parts of our bodies<br>• Girls and boys have been created by God to be both similar and different and together make up the richness of the human family<br>• Our bodies are good and we need to look after them<br>• What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating<br>• The importance of sleep, rest and recreation for our health<br>• How to maintain personal hygiene<br>• name genitalia | Children will learn:<br>• What the term 'puberty' means<br>• When they can expect puberty to take place<br>• That puberty is part of God's plan for our bodies<br>• Correct naming of genitalia<br>• What changes will happen to boys during puberty<br>• What changes will happen to girls during puberty | Children can explain:<br>• Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community<br>• There are many different types of family set up<br>• Self-confidence arises from being loved by God (not status, etc)<br>• Human beings are different to other animals<br>• About the unique growth and development of humans, and the changes that girls and boys will experience during puberty<br>• About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately<br>• The need for modesty and appropriate boundaries<br>• 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. |

| | EYFS | KS1 | LKS2 | UKS2 |
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| **Emotional Well-being** | Children can express:<br>• We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)<br>• It is natural for us to relate to and trust one another<br>• A language to describe their feelings<br>• An understanding that everyone experiences feelings<br>• That feelings are not good or bad; they give us information about how we are feeling<br>• Simple strategies for managing feelings<br>• Understand how feelings | Children can explain:<br>• It is natural for us to relate to and trust one another • We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)<br>• A language to describe our feelings<br>• In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character<br>• Simple strategies for managing feelings and for good behaviour<br>• Choices have | Children can explain:<br>• That emotions change as they grow up (including hormonal effects)<br>• A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action<br>• That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act<br>• What emotional well-being means and that positive actions help emotional well-being (beauty, art, etc. lift the spirit)<br>• Talking to trusted people | Children can explain:<br>• That images in the media do not always reflect reality and can affect how people feel about themselves<br>• That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media<br>• A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action<br>• That some behaviour is wrong, unacceptable, unhealthy or risky<br>• That emotions change as they grow up (including |

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| | can affect actions, and that actions have consequences<br>• Simple strategies for managing emotions and behaviour<br>• We have choices and these choices can impact how we feel and respond<br>• We can say sorry and forgive like Jesus | consequences; when we make mistakes we are called to receive forgiveness and to forgive others when they do<br>• Jesus died on the cross so that we would be forgiven | helps emotional well-being (e.g. parents/carer/teacher/parish priest)<br>• Images in the media do not always reflect reality and can affect how people feel about themselves<br>• That God made us and loves us as we are.<br>• Some behaviour is wrong, unacceptable, unhealthy and risky<br>• Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media | hormonal effects)<br>• About emotional well-being:<br>• that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being<br>• The difference between harmful and harmless videos and images<br>• The impact that harmful videos and images can have on young minds<br>Ways to combat and deal with viewing harmful videos and images |
| | **EYFS** | **KS1** | **LKS2** | **UKS2** |
| **Life Cycles** | Children can express that:<br>• There are natural life stages from birth to death, and what these are<br>• Change is a part of growing up | Children can describe:<br>• That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old | Children can explain:<br>• What 'death' means<br>• About some feelings often connected with grief<br>• What the Christian faith says about death and | Children can explain:<br>• How a baby grows and develops in its mother's womb<br>• That pregnancy and childbirth are God's way of |

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| | | • age adult<br>• What ‘death’ means Some feelings often<br>• connected with grief What the Christian faith says about death and<br>• eternal life Some ways to support themselves and others when they are grieving | eternal life<br>• Some ways to support themselves and others when they are grieving<br>• That they were handmade by God with the help of their parents<br>• How a baby grows and develops in its mother’s womb including, scientifically, the uniqueness of the moment of conception<br>• How conception and life in the womb fits into the cycle of life | giving the gift of life: He creates new life, but entrusts parents with the job of making us.<br>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life<br>• Some practical help on how to manage the onset of menstruation<br>• What ‘death’ means<br>• About some feelings often connected with grief<br>• What the Christian faith says about death and eternal life<br>• Some ways to support themselves and others when they are grieving |

| Module 2 | | | | |
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| | **EYFS** | **KS1** | **LKS2** | **UKS2** |
| **Religious Understanding** | Children can express that:<br>• We are part of God's family<br>• Jesus cared for others and wanted them to live good lives like Him<br>• We should love other people in the same way God loves us | Children can describe that:<br>• We are part of God's family<br>• Saying sorry is important and can mend friendships<br>• Jesus cared for others and had expectations of them and how they should act<br>• We should love other people in the same way God loves us | Children can explain:<br>• That God loves, embraces, guides, forgives and reconciles us with him and one another<br>• The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness<br>• That relationships take time and effort to sustain<br>• That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness | Children can describe:<br>• That God calls us to love others<br>• Ways in which we can participate in God's call to us |
| | **EYFS** | **KS1** | **LKS2** | **UKS2** |

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| **Personal Relationships** | Children are able to describe:<br>• Special people (e.g. parents, carers, friends) and what makes them special<br>• The importance of the nuclear family and of the wider family<br>• The importance of being close to and trusting of 'special people' and telling them is something is troubling them<br>• How their behaviour affects | Children are able to describe:<br>• 'Special people' (their parents, carers, friends, parish priest) and what makes them special<br>• The importance of nuclear and wider family<br>• The importance of being close to and trusting special people and telling them if something is troubling them<br>• How their behaviour affects other people, and that there is appropriate and | Children can describe:<br>• Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong<br>• That there are different types of relationships including those between acquaintances, friends, relatives and family<br>• That good friendship is when both persons enjoy each other's company and | Children can explain:<br>• That pressure comes in different forms, and what those different forms are<br>• That there are strategies that they can adopt to resist pressure<br>• What consent and bodily autonomy means<br>• Different scenarios in which<br>it is right to say 'no'<br>• How thoughts and feelings impact actions, and develop strategies that will |
| | other people and that there is appropriate and inappropriate behaviour<br>• The characteristics of positive and negative relationships<br>• Different types of teasing and that all bullying is wrong and unacceptable<br>• When they have been unkind to others and say sorry<br>• That when we are unkind, we hurt God and should say sorry<br>• When people are being unkind to them and others and how to respond<br>• That we should forgive like Jesus forgives | inappropriate behaviour<br>• The characteristics of positive and negative relationships<br>• Different types of teasing and that all bullying is wrong and unacceptable<br>• When they have been unkind and say sorry<br>• When people are being unkind to them and others and how to respond<br>• When we are unkind to others, we hurt God also and should say sorry to Him as well<br>• That we should forgive like Jesus forgives | also want what is truly best for the other<br>• The difference between a group of friends and a 'clique'<br>• Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to<br>bullying<br>• Harassment and exploitation in relationships, including physical and emotional abuse and how to respond | positively impact their actions and apply this in their relationships<br>• About prejudice, bullying and discrimination: what they mean and how to challenge them.<br>• About protected characteristics from the Equality Act 2010 such as race, age and disability.<br>• That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.<br>• About discrimination / bullying of the protected characteristics of sex and/or sexual orientation. |
| | **EYFS** | **KS1** | **LKS2** | **UKS2** |

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| **Life Online** | Children can explain:<br>• That the internet connects us to others<br>• That the internet helps us in lots of ways<br>• That only Jesus can help us with everything<br>• About safe and unsafe situations online | Children can explain:<br>• That the internet connects us to others and helps us in lots of ways<br>• Our feelings matter – both online and offline<br>• That Jesus cares about our feelings and gives us peace<br>• What situations are safe and unsafe, including | Children can explain<br>• That their increasing independence brings increased responsibility to keep themselves and others safe<br>• How to use technology safely<br>• That just as what we eat can make us healthy or | Children can explain<br>• that their increasing independence brings increased responsibility to keep themselves and others safe<br>• How to use technology safely<br>• That just as what we eat can make us healthy or |
| | • That they can ask for help from their special people | online<br>• How to ask for adult help with anything that worries them or makes them feel unsafe | make us ill, so what we watch, hear, say or do can be good or bad for us and others<br>• How to report and get help if they encounter inappropriate materials or messages<br>• That bad language and bad behaviour are inappropriate | make us ill, so what we watch, hear, say or do can be good or bad for us and others<br>• How to report and get help if they encounter inappropriate materials or messages<br>• What the term cyberbullying means and examples of it<br>• What cyberbullying feels<br>like for the victim<br>• How to get help if they experience cyberbullying |
| | **EYFS** | **KS1** | **LKS2** | **UKS2** |

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| **Keeping Safe** | Children will learn:<br>• About safe and unsafe situations outdoors and indoors<br>• That they can ask for help from their special people<br>• That they are entitled to bodily privacy<br>• That they can and should be open with 'special people' they trust if anything troubles them<br>• 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<br>• That medicines should only be taken when a parent or doctor gives them to us | Children will learn:<br>• The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they<br>trust if anything troubles them<br>• How to resist pressure when feeling unsafe<br>• That they are entitled to bodily privacy<br>• 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 | Children can explain<br>• What kind of physical contact is acceptable or unacceptable and how to respond<br>• About different kinds of abuse, including 'abuse of private parts'<br>• That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest<br>• Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body<br>• That our bodies are created by God, so we should take care of them and be careful about what we consume | Children can explain<br>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond<br>• That abuse violates the rights of children<br>• That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests<br>• About the effect that a range of substances including drugs, tobacco and alcohol can have on the body<br>• How to make good choices about substances |

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| | • That medicines are not sweets<br>• That we should always try to look after our bodies, because God created them and gifted them to us<br>• There are lots of people who do jobs to help us<br>• That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade<br>• That paramedics help us in a medical emergency<br>• That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance | • That medicines are drugs, but not all drugs are good for us<br>• That alcohol and tobacco are harmful substances<br>• That our bodies are created by God, so we should take care of them and be careful about what we consume<br>• About what is and isn't an emergency<br>• That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade<br>• That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999<br>• Some basic principles of First Aid | • That in an emergency, it is important to remain calm<br>• That quick reactions in an emergency can save a life<br>• How to help in an emergency using their First Aid knowledge | that would have an impact on their health<br>• That our bodies are created by God, so we should take care of them and be careful about what we consume<br>• Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco<br>• Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies<br>• The recovery position can be used when a person is unconscious but breathing<br>• DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance |
| **Module 3** | | | | |
| | **EYFS** | **KS1** | **LKS2** | **UKS2** |

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| **Religious Understanding** | Children can express:<br>• That God is love: Father, Son and Holy Spirit<br>• That being made in His image means being called to be loved and to love others<br>• What a community is, and | Children can explain<br>• That God is love: Father, Son and Holy Spirit<br>• That being made in His image means being called to be loved and to love others<br>• What a community is, and | Children can describe that:<br>• God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'<br>• The human family can reflect the Holy Trinity in | Children can explain:<br>• That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity<br>• That the Holy Spirit works through us to bring God's love and goodness to |
| | that God calls us to live in community with one another<br>• Some Scripture illustrating the importance of living in a community<br>• That no matter how small our offerings, they are valuable to God and He can use them for His glory | that God calls us to live in community with one another<br>• A Scripture illustrating the importance of living in community as a consequence of this<br>• Jesus' teaching on who is my neighbour | charity and generosity<br>• 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<br>• The Church family comprises home, school and parish (which is part of the diocese) | others<br>• The principles of Catholic Social Teaching<br>• That God formed them out of love, to know and share<br>His love with others |
| | **EYFS** | **KS1** | **LKS2** | **UKS2** |

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| **Living in the Wider World** | Children can express:<br>• That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community<br>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.<br>• That we have a duty of care for others and for the world we live in (charity work, recycling, etc)<br>• About what harms and what improves the world in which they live | Children can explain:<br>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community<br>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.<br>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)<br>• What harms and what improves the world in which we live in simple terms | Children can explain:<br>• That God wants His Church to love and care for others<br>• Practical ways of loving and caring for others | Children can explain:<br>• How to apply the principles of Catholic Social Teaching to current issues<br>• Ways in which they can spread God's love in their community |