

# **St. John Fisher Catholic Primary School**

*Growing through God, we learn, laugh and love.*



## **Curriculum Map** **RE/PSHE/RSE/SEAL**

## FOREWARD

***“The Church as a mother is under an obligation to provide for its children an education by virtue of which their whole lives may be inspired by the spirit of Christ.”***

These words, taken from Decree of the Second Vatican Council on Education, speak of the motivation for Our Lady’s as a Catholic school. We are a place where the relationship with Christ, to which all are called, enables the children we teach to take their place in the Church and Society conscious of their dignity as children of God.

Our school provides the principal means of helping parents to fulfill their role in education. In entrusting their children to our school, parents provide them with the best possible start in life, grounded in the deepening of their faith through prayer and the recognition of the presence of God in all things.

Recognition of God in all things is fundamental to this curriculum map which illustrates how Our Lady’s statutory responsibility to support pupils’ spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, is explicitly underpinned by the Gospel Values of the Catholic Church and linked to British values.

This curriculum map seeks to integrate and embed relevant aspects of RSE, SEAL and PSHE into the termly Come and See RE topics from reception to Year 6.

This curriculum map is linked to the PSHE programme of study, identifying the key concepts and skills that underpin PSHE education, making links to 'Statements to Live By' our RE programme 'Come & See' our Diocesan RSE policy, SEAL and CAFOD.

We have, through this curriculum map, identified how we uphold the statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, underpinned by the Gospel Values of the Catholic Church; linking to British Values.

Teaching high quality RSE is essential in creating an inclusive ethos and is central to developing healthy relationships and behaviours where children are able to assess and manage risk. It is essential that this framework is communicated to and taught in conjunction with the parents/carers of our pupils, as we recognise that parents/carers are the natural primary educators of their children and they are the experts on the development of their own children. The views of all parents/carers should be actively sought, allowing their voice to be heard and responded to.

***For the working relationship between school and families to be realised, views and opinions that are not the same as those held in school should be discussed so that any perceived barriers are overcome.***

(Good practice example - Cale Green Primary School Ofsted Feb 2015)

In a press statement, 17 February 2015, the Catholic Education Service, which acts on behalf of the Catholic Bishops of England and Wales, stated:

***“Relationship and Sex Education (RSE) is essential for young people to learn about the nature of marriage, family life and relationships, taught in an age- appropriate way. In Catholic schools RSE must be taught in the context of Church teaching and with the full consultation and involvement of parents.”***

***“Our schools need to be places where everyone feels valued for their innate dignity, even if young people are struggling to find themselves.”*** (Learning to Love, Department of Catholic Education and Formation Catholic Bishops' Conference of England and Wales, March 2017)

Throughout the school year children are made aware of how to feel good and feel safe and be good citizens keeping Gospel Values at the core of all learning.

School will focus on how children can:

- be made aware of the strategies to deal with issues of bullying and what to do in different situations, including situations of cyber bullying.
- participate in role play work in class as part of SEAL to deal with any situations the children may find themselves in.
- have a raised awareness of how to stay safe through RE, cross curricular themes, drama, story writing, literature and theatre visits.
- make links to their rights and how to be responsible.
- stay safe on the internet in school and outside school.
- be good role models for younger children.
- know that feeling safe is dependent upon each individual having choice and control.
- know how peer pressure should be challenged.
- understand that families come in all shapes and sizes. Many families consist of a mother, father & children but not all families are like this.

## **THE FOUNDATION STAGE**

Foundation Stage PSED involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The following simple statements of personal growth could be used to guide development of behaviour and character with the under-fives. They link with the Early Learning Goals (DfE 2014)

In the Foundation Stage our aims are that all children are growing to become children who:

- can deepen their relationship God.
- notice others and think of others.
- can talk about how to stay safe.
- can talk about why they are feeling happy or sad.
- choose kindness.
- know what the truth means.
- do their best.

## AUTUMN TERM: The Foundation Stage – Reception Class

Come and See Topics	Statements to live by	ELGs PSED Opportunities for pupils to: So Children are able to:	ELGs K&UW (P&C) PD (H&S-C)	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Domestic Church Family – Myself: Why am I Precious?</b> God knows and loves each one of us.</p>	<p><b>Give opportunities for pupils to:</b> Understand their uniqueness as made in the image of God and develop self-awareness, positive self-esteem and confidence.</p> <p>1.We are all special 2.I can say one good thing about myself 3.I can see how I feel 4.I can laugh and have fun</p>	<p><b>Show self-confidence and self-awareness:</b></p> <p>Try new activities</p> <p>Say what they like or dislike.</p> <p>Speak in a group</p> <p>Talk about their ideas</p> <p>Choose resources</p> <p>Say if they do or don't need help.</p>	<p><b>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (P&amp;C)</b></p> <p><b>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (H&amp;S-C)</b></p>	<p>know they have a body – a gift from God</p> <p>hear about babies growing into children and adults name main parts of the body.</p> <p><b>Include genitals if when consulted with parents it is agreed to do so.</b></p> <p>explore what is needed for growth: love, food shelter,etc.</p> <p>hear that they are created by God</p> <p>hear that each person is a unique gift of God</p> <p>know that babies have special needs</p>	<p><b>SEAL – NEW BEGINNINGS</b></p> <p><b>Belonging</b> I know I belong to my class/group. I know the people in my class/group. I like belonging to my group/class/school. I know that people in my group/class like me. I like the ways we are all different.</p> <p><b>Self-awareness</b> I can tell you something special about me.</p> <p><b>Understanding my feelings</b> I can tell if I am happy or sad. I can let you know if I feel happy, excited, sad or scared. I know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people).</p> <p><b>Managing my feelings</b> I know some ways to calm myself down when I feel scared or upset. Understanding the feelings of others I know that everybody in the world has feelings.</p> <p><b>Social skills</b> I can share in a group. I can take turns in a group. I can join in with other children playing a game. I know how to be kind to people who are new or visiting the classroom.</p> <p><b>Understanding rights and responsibilities</b> I know what to do in my classroom/setting.</p>	<p>Picture my World – meet the children. Picture my World – real life stories Picture my World – A portrait of me A-Z Global Photo pack – Y card Harvest Fast day Resources</p> <p>Link to any Advent charity work. E.g. CAFOD World Gifts <a href="http://www.cafod.org.uk/worldgifts">www.cafod.org.uk/worldgifts</a></p>	<p>Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...'</p> <p>Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special because</p> <p>Discuss with children the things they would like to improve. Who could they ask for help within their community?</p>
<p><b>Autumn Term Statements to live by 1-4</b></p> <p><b>PARABLES</b> The Lost Sheep The Lost Coin The Prodigal Son The Talents The Pounds The Good Samaritan The Sheep and the Goats</p>		<p><b>Links to</b></p>	<p><b>SCRIPTURE REFERENCE</b> Luke 15:1-7 Matthew 18:12-18 Luke 15:8-10 Luke 15:11-32 Matthew 25:14-30 Luke 19:11-28 Luke 10:25-37 Matthew 25:31-46</p>			<p><b>BOOKS</b> I am Absolutely too Small for School -Lauren Child Starting School - Allen Alhberg Owl Babies - Martin Waddell This is the Bear and the Scary Night - Sarah Hayes Clever Sticks - Bernard Ashley Timothy Goes to school – Rosemary Wells Little Rabbit goes to school – Harry Horse Edward's first day at school – Rosemary Wells</p>	
<p><b>Additional Resources</b> 'This is me' words to describe me <a href="http://www.twinkl.co.uk/resource/t-t-13175-words-that-describe-me-writing-frame">http://www.twinkl.co.uk/resource/t-t-13175-words-that-describe-me-writing-frame</a> All About Me Booklet <a href="http://www.twinkl.co.uk/resource/t-e-062-all-about-me-booklet-eal">http://www.twinkl.co.uk/resource/t-e-062-all-about-me-booklet-eal</a> Emotion Discs <a href="http://www.twinkl.co.uk/resource/t-t-15105-emotion-discs">http://www.twinkl.co.uk/resource/t-t-15105-emotion-discs</a> My 5 Senses <a href="http://www.tes.co.uk/teaching-resource/All-About-Me-My-Senses-3004657/">http://www.tes.co.uk/teaching-resource/All-About-Me-My-Senses-3004657/</a></p>							

Come and See Topics	Statements to live by	<b>ELGs PSED Opportunities for pupils to:</b> So Children are able to:	<b>ELGs K&amp;UW (P&amp;C) PD (H&amp;S-C)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Baptism/ confirmation belonging – Welcome: Why is welcoming important?</b></p> <p>Baptism; a welcome to God's family</p>	<p>Give opportunities for pupils to: Know, appreciate and understand the importance of social justice and develop independence interdependence and responsibility.</p> <p>5. I know what to do if I see anyone being hurt. 6. I understand that rights match responsibility. 7. I try to stand up for myself and others without hurting others. 8. I try to be just and fair.</p>	<p>Manage feelings and behaviour: Talk about how they and others feel. Talk about they and others behave. Talk about consequences for behaviour Know some behaviour is unacceptable Work as a class or part of a group Understand and follow rules Adjust behaviour to different situations Adapt to changes in routine</p>		<p>know that family and friends should care for each other</p> <p>explore the rituals that mark and celebrate birth know that they belong to various groups such as family, church and school</p>	<p><b>SEAL – GETTING ON AND FALLING OUT</b></p> <p><b>Friendship</b> I can play with other children. I know how to be friendly. I can say sorry when I have been unkind.</p> <p><b>Working together</b> I can work in a group with other children. I can take turns when I play a game. I can wait for my turn to say something in the classroom. I can share a toy. I can ask for help when I am stuck.</p> <p><b>Managing feelings – anger</b> I can express my feelings when I am angry. I can make myself feel better when I am angry.</p> <p><b>Resolving conflict</b> I can make up when I have fallen out with a friend. I can think of ways to sort things out when we don't agree.</p> <p><b>Understanding my feelings</b> I can tell when I am feeling angry. I can tell when other people are angry.</p>	<p>Focus on Fairtrade Picture my World – Fairtrade shopping game Picture my World – Children's Rights assembly</p>	<p>Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it's another adult.</p> <p>Discuss with parents whom they trust and what they would do. I feel safe with _____ I don't feel safe with _____</p> <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Vets or a CAFOD worker</p>
<p><b>Autumn Term Statements to live by 5-8</b>Links to PARABLES</p> <p>The Labourers in the Vineyard The Unforgiving Servant The Honest/dishonest Steward The Cunning Manager The Sheep and the Goats The Leaven/Yeast The Fruitless Fig Tree The Fig Tree and all the Trees The Unclean Spirit Additional Resources</p>		<p><b>SCRIPTURE REFERENCE</b></p> <p>Matthew 20: 1-16 Matthew 18: 21-35 Luke 12: 41-48 Matthew 24: 45-51 Luke 16: 1-13 Matthew 25: 31-46 Luke 13: 20-21 Matthew 13: 33 Mark 11: 12-14, 20-24 Matthew 21: 18-22 Matthew 24: 32-34 Mark 13: 28-31 Luke 21: 29-32 Matthew 12: 22-30 Mark 3: 22-30 Luke 11: 14-32</p>			<p><b>BOOKS</b></p> <p>This is our house - Michael Rosen The surprise party- Pat Hutchins Best of friends - Shen Roddie I want my dinner – Tony Ross Alex and Roy; Best Friends – Mary Dickenson</p>		
<p><b>Additional Resources</b></p> <p>Wigit emotion cards <a href="http://www.tes.co.uk/teaching-resource/Emotions-cards-using-Widgit-CIP2-6112336/">http://www.tes.co.uk/teaching-resource/Emotions-cards-using-Widgit-CIP2-6112336/</a> Good to be me display/ideas <a href="http://www.twinkl.co.uk/resource/t2-p-081-good-to-be-me-display-pack">http://www.twinkl.co.uk/resource/t2-p-081-good-to-be-me-display-pack</a> Family tree template <a href="http://www.tes.co.uk/teaching-resource/My-Family-Tree-6058523/">http://www.tes.co.uk/teaching-resource/My-Family-Tree-6058523/</a></p>							

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<b>Advent/ Christmas loving Birthdays: Why do we celebrate Birthdays?</b> Looking forward to Jesus' birthday	Give opportunities for pupils to: Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living. 9.I can tell you how I look after myself. 10.I think before I make choices that affect my health. 11.I can work, play, rest and pray each day. 12.Simple things can make us happy.	<b>Make relationships:</b> Play co-operatively, take turns  Take account of one another's ideas  Show sensitivity to others' needs and feelings  Form positive relationships with both adults and other children  Hear about the different types of families  Explore the roles of individuals in the family		Become aware of the School as a caring community  Recognise and deal with feelings in a positive way	<b>SEAL ~ SAY NO TO BULLYING!</b> I know I belong in my classroom. I like the way we are all different and can tell you something special about me. I can tell you some ways in which children can be unkind and bully others. I can tell you how it feels when someone bullies you. I can be kind to children who have been bullied. I know who I could talk to in school if I was feeling unhappy or being bullied. I know what to do if I am bullied.  <b>ANTI-Bullying Week Activities</b> <a href="http://www.kidscape.org.uk/resources">www.kidscape.org.uk/resources</a> <a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>	Sharing our World Goal 6 (4,5,1 )  Live Simply photo-pack  Picture my World  Interactive Advent Calendar  World Gifts stories and Assembly	Discuss with parents how they help them to keep healthy.  Discuss how family can help each other.  Ask the school nurse to speak to children about how to keep healthy.  Invite organisations, e.g. NSPCC to talk about how the children can help others.  Ask someone from the parish to talk about how they keep their relationship with God 'healthy'.
<b>Autumn Term Statements to live by 9-12</b> Links to PARABLES The Two foundations / The Two Sons The Chief Seats The Unjust Judge/ The Friend at Midnight The Unprofitable Servant The Cunning Manager The Rich Fool			<b>SCRIPTURE REFERENCE</b> Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 21-32 Luke 14: 7-14 Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 17: 7-10 Luke 16: 1-13 Luke 12: 13-21		<b>BOOKS</b> Hug - Jez Alborough My Dad - Anthony Browne When I'm big - Debi Glibori The Gruffalo's Child - Julia Donaldson Oi Get off the Train – John Burningham Ruby – Maggie Glen The Shopping Basket – John Burningham Bein' with you this – w. Nikola-Lisa		
<b>Additional Resources</b>  Healthy lifestyle website <a href="http://www.nhs.uk/change4life/Pages/Default.aspx">http://www.nhs.uk/change4life/Pages/Default.aspx</a>  Eating healthily, looking after selves <a href="http://www.twinkl.co.uk/resource/au-t-t-2400-australia---healthy-eating-meal-activity">http://www.twinkl.co.uk/resource/au-t-t-2400-australia---healthy-eating-meal-activity</a>							

## SPRING TERM: The Foundation Stage – Reception Class

Come and See Topics	Statements to live by	ELGs PSED Opportunities for pupils to: So Children are able to:	ELGs K&UW (P&C) PD (H&S-C)	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Local church Community Celebrating: What and why do people celebrate?</b></p> <p>People celebrate in Church</p>	<p><b>Give opportunities for pupils to:</b></p> <p>Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.</p> <p>13.I try to love others as I love myself. 14.I try to follow our school and classroom rules. 15.I know I belong in a community that includes my school. 16.I know we are happiest when we are united.</p>	<p><b>Show Self-confidence and self-awareness:</b></p> <p>Try new activities Say what they like or dislike Speak in a group Talk about their ideas Chose resources Say if they do or don't need help</p>		<p>know who to go to when help is needed</p> <p>recognise that they belong to a distinct family group</p> <p>know that family and friends should care for each other</p> <p>become aware of their special place within the family</p> <p>know that they belong to various groups, such as family, parish and school</p> <p>know about people who can keep them safe</p>	<p><b>SEAL - GOING FOR GOALS</b></p> <p><b>Knowing myself</b> I know that I can do more things now than I could when I was younger. I know that I will be able to do more things when I am older. I know that we are all good at different things. I can tell you what I like doing and learning. I can try new things in my learning.</p> <p><b>Setting a realistic goal</b> I can tell you what a goal is. I can set a goal for myself. I can tell you what I want to achieve and how I am going to do so.</p> <p><b>Planning to reach a goal</b> I can say what I am going to do next.</p> <p><b>Persistence</b> I can focus my attention and start a task. I can sustain my attention. I can work hard to achieve my goal. I know that working hard is important to reaching my goal.</p> <p><b>Evaluation and review</b> I can tell you what I have done and the things that worked well.</p>	<p>Picture my World – meet the children</p> <p>Picture my World – my family</p> <p>Picture my World – real life stories</p> <p>Picture my World – My Global Family</p> <p>Sharing our world Goal 8</p> <p>Families assembly</p> <p>Live simply</p>	<p>Ask children to find out what rules they follow at home.</p> <p>Ask parents / carers to look for changes in the natural environment, to and from school.</p> <p>Ask parents/carers to arrange a family meal/gathering or some form of celebration.</p> <p>Invite the community into school to speak about rules e.g. Community Constable Invite RSPCA , Catechist etc. to talk about their work in the community.</p> <p>Celebrate a liturgy of belonging with the parish/home/school community.</p> <p>Have a 'Mission Together' celebration.</p>

<p><b>Spring Term Statements to live by 13-16</b>Links to PARABLES</p> <p>The Sheep and the Goats The Good Samaritan Worthless Salt The Great Supper/The Marriage Feast/The Wedding Clothes The Rich Fool The Hidden Treasure/The Princess Pearl</p>	<p><b>SCRIPTURE REFERENCE</b></p> <p>Matthew 25: 31-46 Luke 10: 25-37 Luke 14: 34 Matthew 5: 13 Mark 9: 50 Luke 14: 15-24 Matthew 22: 1-10 Matthew 22: 11-14 Luke 12: 13-21 Matthew 13: 44 Matthew 13: 45-46</p>	<p><b>BOOKS</b></p> <p>Links to all Helen Stephens books <a href="http://www.helenstephens.com/pages/books.htm">http://www.helenstephens.com/pages/books.htm</a> Pink - Lynne Richards How to heal a broken wing - Bob Graham ABC UK - James Dunn Dancing Maddy – Clare Jarrett Shy Roland – Marilyn Talbot</p>
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<p><b>Additional Resources</b></p> <p>Racial equality <a href="http://www.childrenwebmag.com/content/view/290">http://www.childrenwebmag.com/content/view/290</a></p>
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Come and See Topics	Statements to live by	ELGs PSED Opportunities for pupils to: So Children are able to:	ELGs K&UW (P&C) PD (H&S-C)	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Eucharist Relating Gathering: Why do people gather together?</b> The parish family gathers to celebrate the Eucharist</p>	<p><b>Give opportunities for pupils to:</b> To know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships.</p> <p>17.I listen to what you say. I show that I am listening to you. 18.I co-operate with others in work and play. 19.I try to use words that make the world a better place. (Please, sorry, thank you). 20.I try to appreciate the beauty and the wonder in the world around me</p>	<p><b>Manage feelings and behaviour:</b></p> <p>Talk about how they and others feel</p> <p>Talk about how they and others behave</p> <p>Talk about consequences for behavior</p> <p>Know some behaviour is unacceptable</p> <p>Work as a class or part of a group</p> <p>Understand and follow Rules</p> <p>Adjust behaviour to different situations</p> <p>Adapt to changes in routine</p>		<p>Recognise that they belong to a distinct family group know that family and friends should care for each other</p> <p>know that they belong to various groups, such as family, parish and school recognise how their behaviour affects other people</p> <p>reflect on the experiences of working together, sharing and playing together</p>		<p>Caring for the Forest online game</p> <p>Picture my World – Have your say</p> <p>Sharing our world Goal 7</p> <p>The Eight day assembly sketch</p> <p>Climate change scheme of work</p> <p>Global A-Z photopack</p> <p>Go Green poster pack</p>	<p>Ask children to design a card 'words to make the world a better place'.</p> <p>Parent /carer to tick where appropriate. (See Parent's Pack)</p> <p>•Invite parents /carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child- back to back.</p> <p>•Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking.</p> <p>•Ask parents/carers to try and have a family meal together.</p> <p>Invite someone to talk about recycling.</p> <p>Discuss how we can 'care for the planet' in some way.</p>
<p><b>Spring Term Statements to live by 17-20</b> Links to PARABLES</p> <p>The Prodigal Son The Pharisee and the Tax Collector The Rich Man and Lazarus The Good Shepherd The Two Foundations/The Two Sons</p>		<p><b>SCRIPTURE REFERENCE</b></p> <p>Luke 15: 11-32 Luke 18: 9-14 Luke 16: 14-15, 19-31 Luke 10: 25-37 Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 28-32</p>		<p><b>BOOKS</b></p> <p>The Surprise Party - Pat Hutchins I Want My Dinner - Tony Ross The Rainbow Fish - Marcus Pfister</p>			
<p><b>Additional Resources</b></p>							

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<b>Lent/Easter Giving Growing: How and why do things grow?</b> Looking forward to Easter	<b>Give opportunities for pupils to:</b> Know that limitations are also opportunities for growth and make the most of our abilities.  21. I know that it is ok for me to make mistakes. 22. I can learn from my mistakes and failures. 23. I try to keep going when things are difficult and not give up hope. 24. I know what humility means.	<b>Make relationships:</b> Play co-operatively, take turns  Take account of one another's ideas  Show sensitivity to others' needs and feelings  Form positive relationships with both adults and other children	<b>They make observations of animals and plants and explain why some things occur, and talk about changes (W)</b>  <b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe(H&amp;S-C)</b>	Recognise, name and deal with their feelings in a positive way act in a considerate way towards others  listen to other people, and play and work co-operatively  recognise and appreciate growing things  know that all household products, including medicines, can be harmful if not used properly  be aware that loss is part of life	<b>SEAL - GOOD TO BE ME</b> <b>Knowing myself</b> I can tell you the things I like doing and the things I don't like doing. I can say how I feel when I am feeling proud. <b>Understanding my feelings</b> I can tell when I am feeling excited. I can tell or show how I feel when I am excited. I can say and show you when I am feeling good and happy. I can tell or show what feeling proud looks like. <b>Managing my feelings</b> I can stay still and quiet for a short time. I can relax with help. <b>Standing up for myself</b> I can say what I need. I can stand up for my own needs and rights without hurting others.	Fast Day Stories <a href="http://www.cafod.org.uk/primary">http://www.cafod.org.uk/primary</a>  Walking for water ppt  Walking together with CAFOD ppt  Sharing our world Goal 8  Lenten Calendar  Picture my World - stories  Link to LENT Charity Work e.g. Mission Together	Ask parents to share with children their mistakes and achievements.  This week I will try to ... (one side child, other side parent).  Ask parents to help children set a target at home, e.g. wash up, make a cup of drink.  Invite members of the community who have impairments to discuss with children how they have overcome difficulties.  Explore community newspapers for examples of achievements.
<b>Spring Term Statements to live by 21-24</b> The Talents/The Pounds The Mustard Seed The Prodigal Son The Seed Growing Secretly The Sower The Chief Seats	<b>Links to PARABLES</b>  <b>SCRIPTURE REFERENCE</b> Matthew 25: 14-30 Luke 19: 11-28 Mark 4: 30-32 Luke 13: 18-19 Matthew 13: 31-32 Luke 15: 11-32 Mark 4: 26-29 Matthew 13: 1-9, 18-23 Mark 4: 1-9, 13-20 Luke 8: 4-8, 11-15 Luke 14: 7-14	<b>BOOKS</b> Ruby Flew Too - Jonathan Emmett Oliver's Vegetables – Alison Bartlett and Vivian French The Tiny Seed – Eric Carle Jack & The Beanstalk – Various Titch – Pat Hutchins Ten Seeds – Ruth Brown And then it's Spring – Julie Fogliano Bunny my Honey – Anita Jeram					
<b>Additional Resources</b>  Sam's Seeds –Story and PPoint <a href="http://www.twinkl.co.uk/resources/plants-and-growth">http://www.twinkl.co.uk/resources/plants-and-growth</a>							

## SUMMER TERM: The Foundation Stage - Reception Class

SUMMER TERM: The Foundation Stage - Reception Class							
Come and See Topics	Statements to live by	ELGs PSED Opportunities for pupils to: So Children are able to:	ELGs K&UW (P&C) PD (H&S-C)	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Pentecost</b> <b>Serving Good News: What is the Good News?</b> Passing on the Good news of Jesus</p>	<p><b>Give opportunities for pupils to:</b> Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.</p> <p>25.I know when to ask for help and who to ask for help from. 26.I can recognise comfortable and uncomfortable feelings. 27.I know how to help others when they are in trouble. 28.I understand what trust means.</p>	<p><b>Show Self-confidence and self-awareness:</b></p> <p>Try new activities</p> <p>Say what they like or Dislike</p> <p>Speak in a group</p> <p>Talk about their ideas</p> <p>Choose resources</p> <p>Say if they do or don't need help</p>	<p><b>ELGs K&amp;UW (P&amp;C) PD (H&amp;S-C)</b></p>	<p>Links to RSE Journey in Love Children will:</p> <p>Develop an awareness of the need for exercise and rest and make simple choices that improve their health and well-being</p> <p>explore different ways of communicating</p> <p>learn that family and friends should care for each other</p> <p>recognise and deal with feelings in a positive way</p>	<p>Links to SEAL</p>	<p>Links to CAFOD/Other</p> <p>Picture my World – About CAFOD</p> <p>Picture my World - emergencies</p>	<p>Parents/Carers/Community. You could.</p> <p>Send a scripture quote to parents / carers so they can talk to their children about it.</p> <p>•Write to parents /carers about the importance of joined up thinking regarding safety in the home and at school. •Invite parents /carers to Key Stage assemblies on safety in the home and at school. •Let parents / carers know about the traffic light safety.</p> <p>Invite the Halton Road Safety person or School Road Safety Officers into class to discuss the importance of road safety</p>
<p><b>Summer Term Statements to live by 25-28</b>Links to PARABLES</p> <p>The Unjust Judge/ The Friend at Midnight The Good Samaritan The Servants Watching/The Thief at Night The Splinter and the Plank The Weeds Among the Wheat /Net</p>		<p><b>SCRIPTURE REFERENCE</b></p> <p>Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 10: 25-37 Luke 12: 35-40 Matthew 24: 43-44 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Matthew 13: 24-30, 36-43 Matthew 13: 47-50</p>			<p><b>BOOKS</b></p> <p>Tom Rabbit - Martin Waddell Time for bed - Mem Fox Be Gentle - Virginia Miller</p>		
<p><b>Additional Resources</b></p> <p><a href="http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship">http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship</a></p> <p><a href="http://www.oxfam.org.uk/education/resources/your-world-my-world">http://www.oxfam.org.uk/education/resources/your-world-my-world</a></p>							

Come and See Topics	Statements to live by	ELGs PSED Opportunities for pupils to: So Children are able to:	ELGs K&UW (P&C) PD (H&S-C)	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Reconciliation</b> <b>Inter-relating Friends: Is it good to have friends?</b> Friends of Jesus	<b>Give opportunities for pupils to:</b> Experience a reconciling community.  29.I try to forgive people when they hurt me. 30.I try to accept forgiveness from others. 31.I know how to show I am sorry. 32.I understand the importance of peace.	<b>Manage feelings and behaviour:</b> Talk about how they and others feel Talk about they and others behave Talk about consequences for behaviour Know some behaviour is unacceptable Work as a class or part of a group Understand and follow rules Adjust behaviour to different situations Adapt to changes in routine		Recognise right and wrong and learn to take responsibility for choices and actions.  recognise what they like and dislike, what is fair and unfair  learn to say sorry experience forgiveness hear about God's unconditional love  agree to and follow rule for their group and classroom and understand how rules help them	<b>SEAL - Relationships</b> <b>Understanding my feelings</b> I can tell when I am feeling sad or angry. I can show someone when I am feeling sad, angry or happy. I can tell you how it feels when things are unfair. I can tell you how I feel if I am missing someone or have lost someone or something I care about. <b>Managing my feelings</b> I am beginning to understand that if someone leaves me they can still love me. I can remember someone I care about even if they are not there. I can talk about how I can feel better when I am feeling sad or am missing someone. Understanding the feelings of others I can tell if someone is happy, sad or angry. <b>Making choices</b> I can tell you what is fair and unfair. I can tell you when I think things are fair or unfair. I know some ways I can make things fair.		Invite parents / carers to a service of reconciliation.  •Ask parents / carers to make an effort to show that they can say sorry and know how to forgive.  •Send home some 'sorry' prayers that parents/carers and children can say together.  Hold a school service of Reconciliation.  Respond in some way to a local, national or world issue of conflict.
<b>Summer Term Statements to live by 29-32 Links to PARABLES</b>  The Two Debtors New Cloth and New Wine The Splinter and the Plank The Lost Sheep/The Lost Coin		<b>SCRIPTURE REFERENCE</b>  Luke 7: 40-44 Matthew 9: 14-17 Mark 2: 18-22 Luke 5: 33-39 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10			<b>BOOKS</b> I didn't do it! - Sue Graves Toot & Puddle 'You are my Sunshine' - Holly Hobbie Days with Frog and Toad – Arnold Lobel A Sick Day for Amos McGee - Philip C. Stead George and Martha – James Marshall Friends – Rob Lewis Tyrone the Horrible – Hans Wilhelm The Meanies – Joy Cowley & June Melsner Not now Bernard – David McKee It's Not Fair – Brian Moses		
<b>Additional Resources</b>							

Come and See Topics	Statements to live by	<b>ELGs PSED Opportunities for pupils to:</b> So Children are able to:	<b>ELGs K&amp;UW (P&amp;C) PD (H&amp;S-C)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Universal Church World Our world: What makes our world so wonderful?</b> God's wonderful world	<b>Give opportunities for pupils to:</b> Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.  33. I know what human dignity means and I show that I respect others. 34. I stand up for people who are being treated unfairly. 35. I notice that we are the same and we are different. 36. I try to be accepting of others.	<b>Make relationships:</b>  Play co-operatively, take turns  Take account of one another's ideas  Show sensitivity to others' needs and feelings  Form positive relationships with both adults and other children	<b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another (W)</b>	Develop the concept of sharing and taking turns  recognise how their behaviour affects other people  become aware that they have responsibilities within their family  identify and respect the similarities and differences between people and recognise and celebrate their own culture  know what improves and harms their local, natural and built environments and about some of the ways people look after them	<b>SEAL - CHANGES</b> <b>Knowing myself</b> I can tell you what I can do now that I couldn't do when I started school/nursery. I can tell you how I have changed. <b>Understanding my feelings</b> I can remember feelings I have had, and why I felt like that. I can sometimes tell you how change makes me feel. When I feel bad, I know that it helps to do something different. <b>Understanding the feelings of others</b> I know that sometimes when people are not very nice to me it is because they don't feel very good inside. I know how to help someone when they are feeling sad. <b>Making choices</b> I can tell you what I did with my class/group to make the outdoor area/classroom/setting better.	Picture my World Peru pack Sharing our world Live Simply Focus on Fairtrade	Ask parents / carers to talk to their children about the different gifts of family members.  Ask parents / carers to tell their children something of their family roots.  Ask parents / carers to talk about special family occasions.  Ask parents / carers how they mark significant life events, e.g. birth of a new baby, death, marriage.  Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives.  Talk about those who help in our community
<b>Summer Term Statements to live by 33-36 Links to PARABLES</b>  The Wicked Tenants The Tower Builder/The King Going to War The Lost Sheep/The Lost Coin The Rich Man and Lazarus The Splinter and the Plank			<b>SCRIPTURE REFERENCE</b>  Mark 12: 1-12 Luke 20: 9-19 Matthew 21: 33-46 Luke 14: 25-30 Luke 14: 31-33 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10 Luke 16: 14-15, 19-31 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42		<b>BOOKS</b> Where We Live - Valerie Guin Through My Window - Tony Bradman Look Inside Our World – Usborne Books The Wump World – Bill Peet The Curious Garden - Peter Brown Farewell to Shady Glade – Bill Peet The Very Hungry Caterpillar – Eric Carle A Colour of his own – Leo Lionni Moving Molly – Shirley Hughes Leaving Mrs Ellis – Catherine Robinson		
<b>Additional Resources</b>							

## AUTUMN TERM Year 1

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Domestic church Family Families: Why do we have a family? Who is my family?</b></p> <p>God's love and care for every family</p>	<p><b>Give opportunities for pupils to:</b> Understand their uniqueness as made in the image of God and develop self-awareness, positive self-esteem and confidence.</p> <p>1.We are all special 2.I can say one good thing about myself 3.I can see how I feel 4.I can laugh and have fun.</p>	<p><b>Know they are created to live in our society and the wider world</b> That they belong to various groups as communities such as home, school and parish.</p> <p>Learn about people who look after them, their family networks , who to go to if they are worried, how to attract their attention.</p>	<p><b>Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with each sense.</b></p> <p>Pupils should have opportunities to learn the names of the main body parts ( including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>Know that humans move, eat grow and reproduce Name the main parts of the body <b>Include genitals if when consulted with parents it is agreed to do so.</b> Recognise themselves as male and female Learn how to improve personal hygiene . know that they are made by God and precious . recognise they all are part of God's family . value themselves and others as God's children . recognise they belong to a family,</p> <p><b>Most families consist of mother, father &amp; children but not all families are like this.</b></p> <p>Know that families should be special and understand that family members should care for each other and share.</p>	<p><b>SEAL – New Beginnings Belonging</b> I know that I belong to a community. I feel good about the way we are similar in the group and the way I am different. <b>Self-awareness</b> I can tell you how I am the same as and different from my friends. I feel good about my strengths. <b>Managing my feelings</b> I know some more ways to calm myself down when I feel scared or upset. <b>Understanding others' feelings</b> I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. <b>Making choices</b> I know some ways to solve a problem. <b>Understanding rights and responsibilities</b> I can help to make the class a safe and fair place. I can help to make my class a good place to learn. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p>	<p>Picture my World – meet the children</p> <p>Picture my World – real life stories</p> <p>Picture my World – A portrait of me</p> <p>A-Z Global Photo pack – Y card</p> <p>Harvest Fast Day Resources</p>	<p>Ask parents to return a prepared affirmation card e.g.teacher sends home, 'Asha is special because...'</p> <p>Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special Because</p> <p>Discuss with children the things they would like to improve. Who could they ask for help within their community?</p>
<p><b>Autumn Term Statements to live by 1-4 Links to PARABLES</b> The Lost Sheep The Lost Coin The Prodigal Son The Talents The Pounds The Good Samaritan The Sheep and the Goats</p>			<p><b>SCRIPTURE REFERENCE</b> Luke 15:1-7 Matthew 18:12-18 Luke 15:8-10 Luke 15:11-32 Matthew 25:14-30 Luke 19:11-28 Luke 10:25-37 Matthew 25:31-46</p>			<p><b>BOOKS</b> Owl Babies - Martin Waddell This is the Bear and the Scary Night - Sarah Hayes Clever Sticks - Bernard Ashley We're Going on a Bear Hunt – Michael Rosen Billy and Belle – Sarah Garland All the Colours of the Earth – Sheila Hamanaka Katie Morag and the Tiresome Ted – Mairi Hedderwick This is the Bear and the Scary Night – Sarah Hayes</p>	
<p><b>Additional Resources</b></p> <p>'This is me' words to describe me <a href="http://www.twinkl.co.uk/resource/t-t-13175-words-that-describe-me-writing-frame">http://www.twinkl.co.uk/resource/t-t-13175-words-that-describe-me-writing-frame</a> All About Me Booklet <a href="http://www.twinkl.co.uk/resource/t-e-062-all-about-me-booklet-eal">http://www.twinkl.co.uk/resource/t-e-062-all-about-me-booklet-eal</a> Emotion Discs <a href="http://www.twinkl.co.uk/resource/t-t-15105-emotion-discs">http://www.twinkl.co.uk/resource/t-t-15105-emotion-discs</a> My 5 Senses <a href="http://www.tes.co.uk/teaching-resource/All-About-Me-My-Senses-3004657/">http://www.tes.co.uk/teaching-resource/All-About-Me-My-Senses-3004657/</a></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Baptism/ confirmation belonging Belonging: What does it mean to belong?</b> Baptism an invitation to belong to God's family	<b>Give opportunities for pupils to:</b> Know, appreciate and understand the importance of social justice and develop independence interdependence and responsibility.  5. I know what to do if I see anyone being hurt. 6. I understand that rights match responsibility. 7. I try to stand up for myself and others without hurting others. 8. I try to be just and fair.	<b>Know they are created to love others</b>  To identify and respect the similarities and differences between people.  Learn to recognise likes and dislikes, make informed choices and recognise consequences.  Learn to recognise that they share a responsibility for keeping themselves and others safe (when to say YES, NO, I WILL ASK & I WILL TELL)		Know that there are different types of families <b>Most families consist of mother, father &amp; children but not all families are like this.</b>  Recognise the roles of individuals within the family challenging stereotypes. Know that secure loving relationships within the family are important Recognise they are created by God Recognise that babies have special needs Know about rituals that mark and celebrate birth and belonging to a community . recognise that their feelings and actions affect other people . listen and cooperate with others	<b>SEAL – GETTING ON AND FALLING OUT Friendship</b> I can tell you what being a good friend means to me. I can listen well to other people when they are talking. <b>Working together</b> I can work well in a group. <b>Managing feelings – anger</b> I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry. <b>Resolving conflict</b> I know how to make up with a friend when we have fallen out. I can use the peaceful problem-solving process to sort out problems so both people feel OK.	CAFOD Global Activity Book  Focus on Fairtrade  Picture my World – Fairtrade shopping game  Picture my World – Children's Rights assembly	Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it's another adult.  Discuss with parents whom they trust and what they would do.  I feel safe with _____ I don't feel safe with _____  Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice & Peace group or a CAFOD worker
<b>Autumn Term Statements to live by 5-8 Links with PARABLES</b> The Labourers in the Vineyard The Unforgiving Servant The Honest/dishonest Steward The Cunning Manager The Sheep and the Goats The Leaven/Yeast The Fruitless Fig Tree The Fig Tree and all the Trees The Unclean Spirit			<b>SCRIPTURE REFERENCE</b>  Matthew 20: 1-16 Matthew 18: 21-35 Luke 12: 41-48 Matthew 24: 45-51 Luke 16: 1-13 Matthew 25: 31-46 Luke 13: 20-21 Matthew 13: 33 Mark 11: 12-14, 20-24 Matthew 21: 18-22 Matthew 24: 32-34 Mark 13: 28-31 Luke 21: 29-32 Matthew 12: 22-30 Mark 3: 22-30 Luke 11: 14-32		<b>BOOKS</b> This is our house - Michael Rosen The surprise party- Pat Hutchins Best of friends - Shen Rodie The Rainbow Fish – Marcus Pfister Frog and Toad are Friends – Arnold Lobel Mr Gumpy's Outing – John Burningham Best Friends for Francis – Russell Hogan Katie Morag and the Two Grandmothers – Mairi Hedderwick When Mum Turned into a Monster – Joanna Harrison		
<b>Additional Resources</b>  Wigit emotion cards <a href="http://www.tes.co.uk/teaching-resource/Emotions-cards-using-Widgit-CIP2-6112336/">http://www.tes.co.uk/teaching-resource/Emotions-cards-using-Widgit-CIP2-6112336/</a> Good to be me display/ideas <a href="http://www.twinkl.co.uk/resource/t2-p-081-good-to-be-me-display-pack">http://www.twinkl.co.uk/resource/t2-p-081-good-to-be-me-display-pack</a> Family tree template <a href="http://www.tes.co.uk/teaching-resource/My-Family-Tree-6058523/">http://www.tes.co.uk/teaching-resource/My-Family-Tree-6058523/</a>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Advent/ Christmas Loving Waiting: Is waiting always difficult?</b></p> <p>Advent a time to look forward to Christmas</p>	<p><b>Give opportunities for pupils to:</b> Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living.</p> <p>9.I can tell you how I look after myself. 10.I think before I make choices that affect my health. 11.I can work, play, rest and pray each day. 12.Simple things can make us happy.</p>	<p><b>Know they are Created &amp; Loved by God</b> Describe the importance for humans to exercise, eat the right amount of different types of food and maintain personal hygiene.</p> <p><b>Know they are created to love others</b> Learn that there are different types of teasing and bullying and these are wrong and unacceptable. Learn how to resist teasing and bullying if they experience or witness it.</p> <p><b>Know they are created to live in our society and the wider world</b> Learn how some diseases are spread and can be controlled and the responsibility they have for their own health and that of others. E.g washing hands.</p>		<p>Become aware of the school as a caring community recognise and deal with feelings in a positive way</p>	<p><b>SEAL – SAY NO TO BULLYING</b> I can tell you what bullying is. I can tell you some ways in which I am the same as and different from my friends. I am proud of the ways in which I am different. I can tell you how someone who is bullied feels. I can be kind to children who are bullied. I know that when you feel sad, it affects the way you behave and how you think. I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied. I know what to do if I am bullied.</p> <p>ANTI-Bullying Week Activities</p> <p><a href="http://www.kidscape.org.uk/resources">www.kidscape.org.uk/resources</a></p> <p><a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a></p>	<p>Sharing our World Goal 6 (4,5,1 )</p> <p>Live Simply photo-pack</p> <p>Picture my World</p> <p>Interactive Advent Calendar</p> <p>World Gifts stories and Assembly</p> <p>Link to any Advent charity work e.g. CAFOD World Gifts</p> <p><a href="http://www.cafod.org.uk/worldgifts">www.cafod.org.uk/worldgifts</a></p>	<p>Discuss with parents how they help them to keep healthy. Discuss how family can help each other.</p> <p>Ask the school nurse to speak to children about how to keep healthy. Invite organisations, e.g. NSPCC to talk about how the children can help others.</p> <p>Ask someone from the parish to talk about how they keep their relationship with God 'healthy'.</p>
<p><b>Autumn Term Statements to live by 9-12 Links to PARABLES</b></p> <p><b>The Two foundations / The Two Sons</b> <b>The Chief Seats</b> <b>The Unjust Judge/ The Friend at Midnight</b> <b>The Unprofitable Servant</b> <b>The Cunning Manager</b> <b>The Rich Fool</b></p>		<p><b>SCRIPTURE REFERENCE</b></p> <p>Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 21-32 Luke 14: 7-14 Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 17: 7-10 Luke 16: 1-13 Luke 12: 13-21</p>			<p><b>BOOKS</b></p> <p>Hug - Jez Alborough My Dad - Anthony Browne When I'm big - Debi Gliori The Gruffalo's Child - Julia Donaldson Yes I can be Healthy - Emma Brownjohn The Wild Washerwomen – John Yeoman &amp; Quentin Blake The Pig in a Wig – Alan MacDonald Frog and the Stranger – Max Velthuis What do we Think About Bullying? – Jillian Powell</p>		
<p><b>Additional Resources</b></p> <p>Healthy lifestyle website <a href="http://www.nhs.uk/change4life/Pages/Default.aspx">http://www.nhs.uk/change4life/Pages/Default.aspx</a> Eating healthily, looking after selves <a href="http://www.twinkl.co.uk/resource/au-t-t-2400-australia---healthy-eating-meal-activity">http://www.twinkl.co.uk/resource/au-t-t-2400-australia---healthy-eating-meal-activity</a></p>							



SPRING TERM Year 1							
Come and See Topics	Statements to live by	PSHE opportunities for pupils to: So Children are able to:	Links to Science Curr (2014) STAT (Bold)	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Local church Community Special People: What makes a Person special?</b> People in the parish family	<b>Give opportunities for pupils to:</b> Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society. 13.I try to love others as I love myself. 14.I try to follow our school and classroom rules. 15.I know I belong in a community that includes my school. 16.I know we are happiest when we are united.	<b>Know they are created and loved by God</b> Learn about rules for and ways of keeping physically and emotionally safe (inc. online safety, responsible use of ICT, safety in the environment) <b>Know they are created to live in our society and the wider world</b> Learn to recognise that people and other living things have needs and that they have responsibilities to meet them (taking turns, sharing, returning borrowed things)		know who to go to when help is needed know that family and friends should care for each other become aware of their special place within the family know that they belong to various groups, such as family, parish and school know about people who can keep them safe	<b>SEAL – GOING FOR GOALS</b> <b>Knowing myself</b> I know we learn in different ways. I can tell you some of my strengths as a learner. I can tell you how I learn best. <b>Setting a realistic goal</b> I can choose a realistic goal. I can predict and understand the consequences of reaching my goal. I can say what I want to happen when there is a problem (set a goal). <b>Planning to reach a goal</b> I can break a goal down into small steps. I can choose a realistic goal. <b>Persistence</b> I can resist distractions. <b>Making choices</b> I can think of lots of different ideas or solutions to problems. I can predict and understand the consequences of my solutions or ideas. <b>Evaluation and review</b> I can learn from my successes.	Picture my World – meet the children  Picture my World – my family  Picture my World – real life stories  Picture my World – My Global Family  Sharing our world Goal 8  Families assembly  Live simply	Ask children to find out what rules they follow at home.  Ask parents / carers to look for changes in the natural environment, to and from school.  Ask parents/carers to arrange a family meal /gathering or some form of celebration  Invite the community into school to speak about rules e.g. Community Constable Invite RSPCA , Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community.  Have a 'Mission Together' celebration.
<b>Spring Term Statements to live by 13-16</b> <b>Links to PARABLES</b> <b>The Sheep and the Goats</b> <b>The Good Samaritan</b> <b>Worthless Salt</b> <b>The Great Supper/The Marriage Feast/The Wedding Clothes</b> <b>The Rich Fool</b> <b>The Hidden Treasure/The Princess Pearl</b>			<b>SCRIPTURE REFERENCE</b>  Matthew 25: 31-46 Luke 10: 25-37 Luke 14: 34 Matthew 5: 13 Mark 9: 50 Luke 14: 15-24 Matthew 22: 1-10 Matthew 22: 11-14 Luke 12: 13-21 Matthew 13: 44 Matthew 13: 45-46		<b>BOOKS</b> Links to all Helen Stephens books <a href="http://www.helenstephens.com/pages/books.htm">http://www.helenstephens.com/pages/books.htm</a> Pink - Lynne Richards How to heal a broken wing - Bob Graham ABC UK - James Dunn Wizard of Oz – Frank L. Baum Tidy Titch – Pat Hutchins Seven Ways to Catch the Moon – M.P.Robertson Fireman Sinead – Anna Donovan		
<b>Additional Resources</b>   Racial equality <a href="http://www.childrenwebmag.com/content/view/290">http://www.childrenwebmag.com/content/view/290</a>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Eucharist Relating Meals: What makes some meals special?</b> Mass; Jesus' special meal	<b>Give opportunities for pupils to:</b> To know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships.  17. I listen to what you say. I show that I am listening to you. 18. I co-operate with others in work and play. 19. I try to use words that make the world a better place. (Please, sorry, thank you). 20. I try to appreciate the beauty and the wonder in the world around me.	<b>Know they are created to love others</b>  Learn how to communicate feelings to others, recognise how others show feelings and how to respond.  Learn about good and not so good feelings, develop a vocabulary to describe their feelings to others and strategies to manage feelings.  Learn that people's bodies and feelings can be hurt.		know and understand that we are welcomed into our school & parish family  recognise the school and parish as a caring community  recognise they belong to a family, <b>Most families consist of mother, father &amp; children but not all families are like this.</b>  know that families should be special and understand that family members should care for each other and share		Caring for the Forest online game  Picture my World – Have your say  Sharing our world Goal 7  The Eight day assembly sketch  Climate change scheme of work  Global A-Z photopack  Go Green poster pack	Ask children to design a card 'words to make the world a better place'. Parent/carer to tick where appropriate. (See Parent's Pack) •Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child- back to back. •Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking. •Ask parents/carers to try and have a family meal together. Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way.
<b>Spring Term Statements to live by 17-20 links to PARABLES</b>  The Prodigal Son The Pharisee and the Tax Collector The Rich Man and Lazarus The Good Shepherd The Two Foundations/The Two Sons			<b>SCRIPTURE REFERENCE</b>  Luke 15: 11-32 Luke 18: 9-14 Luke 16: 14-15, 19-31 Luke 10: 25-37 Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 28-32		<b>BOOKS</b>  The Surprise Party - Pat Hutchins I Want My Dinner - Tony Ross The Rainbow Fish - Marcus Pfister		
<b>Additional Resources</b>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Lent/Easter Giving Change: How and why do things change?</b> Pupils will know and understand that we change and grow.</p>	<p><b>Give opportunities for pupils to:</b> Know that limitations are also opportunities for growth and make the most of our abilities.</p> <p>21. I know that it is ok for me to make mistakes. 22. I can learn from my mistakes and failures. 23. I try to keep going when things are difficult and not give up hope. 24. I know what humility means.</p>	<p><b>Know they are created to live in our society and the wider world</b> Learn what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and good dental hygiene.</p> <p><b>Know that they are created and loved by God.</b> Learn about change and loss and the associated feelings (moving home, losing loved ones; family, friends &amp; pets and losing toys etc.)</p>		<p>listen and co-operate with others</p> <p>know that saying sorry is important</p>	<p><b>SEAL – GOOD TO BE ME</b> <b>Knowing myself</b> I can tell you something that makes me feel proud. I can tell you about my 'gifts and talents'.</p> <p><b>Understanding my feelings</b> I can tell when I am feeling proud. I can help another person feel proud. I can tell when I am feeling worried or anxious.</p> <p><b>Managing my feelings</b> I can explain some things that help me stop worrying.</p> <p><b>Making choices</b> <b>I can use the problem-solving process.</b></p>	<p>Fast Day Stories <a href="http://www.cafod.org.uk/primary">http://www.cafod.org.uk/primary</a></p> <p>Walking for water ppt</p> <p>Walking together with CAFOD ppt</p> <p>Sharing our world Goal 8</p> <p>Lenten Calendar</p> <p>Picture my World – stories</p> <p>Fast Day Stories: <a href="http://www.cafod.org.uk">www.cafod.org.uk</a></p> <p>Link to LENT Charity Work e.g. Mission Together</p>	<p>Ask parents to share with children their mistakes and achievements.</p> <p>This week I will try to ... (one side child, other side parent).</p> <p>Ask parents to help children set a target at home, e.g. wash up, make a drink.</p> <p>Invite members of the community who have impairments to discuss with children how they have overcome difficulties.</p> <p>Explore community newspapers for examples of achievements.</p>
<p><b>Spring Term Statements to live by 21-24 links to PARABLES</b> The Talents/The Pounds The Mustard Seed The Prodigal Son The Seed Growing Secretly The Sower The Chief Seats</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Matthew 25: 14-30 Luke 19: 11-28 Mark 4: 30-32 Luke 13: 18-19 Matthew 13: 31-32 Luke 15: 11-32 Mark 4: 26-29 Matthew 13: 1-9, 18-23 Mark 4: 1-9, 13-20 Luke 8: 4-8, 11-15 Luke 14: 7-14</p>		<p><b>BOOKS</b></p> <p>Ruby Flew Too - Jonathan Emmett Oliver's Vegetables – Alison Bartlett and Vivian French The Tiny Seed – Eric Carle Jack &amp; The Beanstalk – Various Titch – Pat Hutchins Ten Seeds – Ruth Brown And then it's Spring – Julie Fogliano Amazing Grace – Mary Hoffman Something Special – Nicola Moon</p>		
<p><b>Additional Resources</b></p> <p>Sam's Seeds –Story and PPoint <a href="http://www.twinkl.co.uk/resources/plants-and-growth">http://www.twinkl.co.uk/resources/plants-and-growth</a></p> <p>Stations of the Cross reflection <a href="http://www.cafod.org.uk/Media/Files/Resources/Primary/resource-pages/Stations-of-the-cross-2013">www.cafod.org.uk/Media/Files/Resources/Primary/resource- pages/Stations-of-the-cross-2013</a></p> <p>Hungry for Change materials <a href="http://www.cafod.org.uk/Education/Primary-schools/Food">www.cafod.org.uk/Education/Primary-schools/Food</a></p>							

SUMMER TERM Year 1							
Come and See Topics	Statements to live by	PSHE opportunities for pupils to: So Children are able to:	Links to Science Curr (2014) STAT (Bold)	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Pentecost Serving Holidays &amp; hollydays: Do we need holidays and Holydays?</b> Pentecost: feast of the Holy Spirit	<b>Give opportunities for pupils to:</b> Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.  25. I know when to ask for help and who to ask for help from. 26. I can recognise comfortable and uncomfortable feelings. 27. I know how to help others when they are in trouble. 28. I understand what trust means.	<b>Know they are created to love others:</b>  Learn to recognise when people are being unkind either to them or to others, how to respond who to tell and what to say.  Learn the difference between secrets and surprises and the importance of not keeping adult secrets – only surprises.		Recognise that family and friends care for each other	<b>SEAL – RELATIONSHIPS</b> <b>Knowing myself</b> I know the people who are important to me. <b>Understanding my feelings</b> I understand that being unkind and hurting someone doesn't make me feel better. <b>Managing my feelings</b> I can tell you something that has made me jealous. I can feel proud on behalf of my friends when they have done something well. I can tell when I am proud or jealous I can make myself feel better without hurting others	Picture my World – About CAFOD  Picture my World - emergencies	Send a scripture quote to parents / carers so they can talk to their children about it. •Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school. •Invite parents / carers to Key Stage assemblies on safety in the home and at school. •Let parents / carers know about the traffic light safety.  Invite the crossing patrol person into class to discuss the importance of road safety
<b>Summer Term Statements to live by 25-28 links to PARABLES</b> The Unjust Judge/ The Friend at Midnight The Good Samaritan The Servants Watching/The Thief at Night The Splinter and the Plank The Weeds Among the Wheat /Net			<b>SCRIPTURE REFERENCE</b>  Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 10: 25-37 Luke 12: 35-40 Matthew 24: 43-44 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Matthew 13: 24-30, 36-43 Matthew 13: 47-50		<b>BOOKS</b> Tom Rabbit - Martin Waddell Time for bed - Mem Fox Be Gentle - Virginia Miller Dinosaur Friends – Paul Stickland The Very Worst Monster – Pat Hutchins Gorilla – Anthony Browne Dogger – Shirley Hughes 'Friends' by Elizabeth Jenkins - in Poems for Thinking- Robert Fisher		
<b>Additional Resources</b>  <a href="http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship">http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship</a> <a href="http://www.oxfam.org.uk/education/resources/your-world-my-world">http://www.oxfam.org.uk/education/resources/your-world-my-world</a>  Pentecost liturgy <a href="http://www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy">www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy</a>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Reconciliation</b> <b>Inter-relating</b> <b>Being sorry:</b> <b>Why should we be sorry?</b> God helps us to choose Well - Sacrament of Reconciliation	<b>Give opportunities for pupils to:</b> Experience a reconciling community.  29.I try to forgive people when they hurt me. 30.I try to accept forgiveness from others. 31.I know how to show I am sorry. 32.I understand the importance of peace.	<b>Know they are created to love others</b>  Learn to recognise how their behaviour affects others		Appreciate relationships - family and friends and how they work together, share, share feelings and talk, play together and pray together know that saying sorry is important identify and share their feelings with others and develop an ability to deal with their emotions			Invite parents / carers to a service of reconciliation. •Ask parents / carers to make an effort to show that they can say sorry and know how to forgive. •Send home some 'sorry' prayers that parents/carers and children can say together. Hold a school service of Reconciliation. Respond in some way to a local, national or world issue of conflict.
<b>Summer Term Statements to live by 29-32 links to PARABLES</b>  The Two Debtors New Cloth and New Wine The Splinter and the Plank The Lost Sheep/The Lost Coin			<b>SCRIPTURE REFERENCE</b>  Luke 7: 40-44 Matthew 9: 14-17 Mark 2: 18-22 Luke 5: 33-39 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10		<b>BOOKS</b> I didn't do it! - Sue Graves Toot & Puddle 'You are my Sunshine' - Holly Hobbie Days with Frog and Toad – Arnold Lobel A Sick Day for Amos McGee - Philip C. Stead George and Martha – James Marshall Friends – Rob Lewis		
<b>Additional Resources</b>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Universal Church World Neighbours: Who is my neighbour?</b> Neighbours share God's world	<b>Give opportunities for pupils to:</b> Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.  33.I know what human dignity means and I show that I respect others. 34.I stand up for people who are being treated unfairly. 35.I notice that we are the same and we are different. 36.I try to be accepting of others.	<b>Know that they are created to live in our society and the wider world.</b> Learn about what improves and harms their local, natural and built environments and about some of the ways people look after/ don't look them.		appreciate that life is precious & a gift from God identify and value similarities and differences between people	<b>SEAL – CHANGES</b> <b>Knowing myself</b> I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. I know that some changes are natural and happen 'by themselves'. I know different ways that help me to learn to do things. <b>Making choices</b> I can tell you about changes that I can make happen. I can make some changes quickly and easily. I know that to make some changes is hard and takes a long time.	Picture my World Peru pack  Sharing our world  Live Simply  Focus on Fairtrade	Ask parents / carers to talk to their children about the different gifts of family members. Ask parents / carers to tell their children something of their family roots. Ask parents / carers to talk about special family occasions.  Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage.  Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives.  Talk about those who help in our community including the PP.
<b>Summer Term Statements to live by 33-36 links to PARABLES</b>  The Tower Builder/The King Going to War The Lost Sheep/The Lost Coin The Rich Man and Lazarus The Splinter and the Plank		<b>SCRIPTURE REFERENCE</b>  Mark 12: 1-12 Luke 20: 9-19 Matthew 21: 33-46 Luke 14: 25-30 Luke 14: 31-33 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10 Luke 16: 14-15, 19-31 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42			<b>BOOKS</b> Where We Live - Valerie Guin Through My Window - Tony Bradman Look Inside Our World – Usborne Books The Wump World – Bill Peet The Curious Garden - Peter Brown Farewell to Shady Glade – Bill Peet		
<b>Additional Resources</b>  Water Assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Water">www.cafod.org.uk/Education/Primary-schools/Water</a>  Environment assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a>  Climate justice assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a>  Primary sustainability assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a>							

## AUTUMN TERM Year 2

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Domestic church Family Beginnings: Who made the world and everything in it?</b></p> <p>Pupils will know and understand the many beginnings each day offers and that God is present in every beginning.</p>	<p><b>Give opportunities for pupils to:</b> Understand their uniqueness as made in the image of God and develop self-awareness, positive self-esteem and confidence.</p> <ol style="list-style-type: none"> <li>1.We are all special</li> <li>2.I can say one good thing about myself</li> <li>3.I can see how I feel</li> <li>4.I can laugh and have fun</li> </ol>	<p><b>Know they are created to live in our society and the wider world</b></p> <p>That they belong to various groups as communities such as home, school and parish.</p> <p>Learn about people who look after them, their family networks, who to go to if they are worried, how to attract their attention.</p>	<p><b>Notice that animals including humans have offspring which grow into adults. Find out and describe the basic needs of animals including humans for survival (water, food, air) Describe the importance for humans to exercise, eating the right amounts of different foods and hygiene.</b></p> <p>Focus on growth, pupils should not be expected to understand how reproduction occurs.</p>	<p>Know that humans move, eat grow and reproduce Name the main parts of the body Include genitals if, when consulted with parents, it is agreed to do so.</p> <p>Recognise themselves as male and female Learn how to improve personal hygiene . know that they are made by God and precious . recognise they all are part of God's family . value themselves and others as God's children . recognise they belong to a family, know that families should be special and understand that family members should care for each other and share</p>	<p><b>SEAL – NEW BEGINNINGS Belonging</b> I know that I belong to a community. I know that I belong to a range of communities (class / group). I feel safe and content within my class. I know how to make someone feel welcome. I feel good about the ways we are similar in the group and the ways I am different.</p> <p><b>Self-awareness</b> I feel good about my strengths.</p> <p><b>Managing my feelings</b> I know some more ways to calm myself down when I feel scared or upset.</p> <p><b>Understanding others' feelings</b> I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p><b>Making choices</b> I know some ways to solve a problem. Understanding rights and responsibilities I can help to make the class a safe and fair place.</p>	<p>Picture my World – meet the children</p> <p>Picture my World – real life stories</p> <p>Picture my World – A portrait of me</p> <p>A-Z Global Photo pack – Y card</p> <p>Harvest Fast Day Resources</p>	<p>Ask parents to return a prepared affirmation card e.g.teacher sends home, 'Asha is special because...'</p> <p>Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special Because</p> <p>Discuss with children the things they would like to improve. Who could they ask for help within their community?</p>
<p><b>Autumn Term Statements to live by 1-4 links to PARABLES</b></p> <p>The Lost Sheep The Lost Coin The Prodigal Son The Talents The Pounds The Good Samaritan The Sheep and the Goats</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Luke 15:1-7 Matthew 18:12-18 Luke 15:8-10 Luke 15:11-32 Matthew 25:14-30 Luke 19:11-28 Luke 10:25-37 Matthew 25:31-46</p>		<p><b>BOOKS</b></p> <p>Clarice Bean That's Me - Lauren Child Amazing Grace - Mary Hoffman The Arrival – Shaun Tan Everybody was a baby once and other poems – Allan Ahlberg Through my Window – Tony Bradman Croc and Bird - Alexis Deacon Owl Babies - Martin Waddell This is the Bear and the Scary Night - Sarah Hayes Clever Sticks - Bernard Ashley We're Going on a Bear Hunt – Michael Rosen Billy and Belle – Sarah Garland All the Colours of the Earth – Sheila Hamanaka Katie Morag and the Tiresome Ted – Mairi Hedderwick This is the Bear and the Scary Night – Sarah Hayes</p>		
<p><b>Additional Resources</b></p> <p><a href="http://www.school-portal.co.uk">http://www.school-portal.co.uk</a></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Baptism/ confirmation belonging Signs and Symbols: Are signs and symbols important?</b> Know and understand the signs and symbols of Baptism	<b>Give opportunities for pupils to:</b> Know, appreciate and understand the importance of social justice and develop independence interdependence and responsibility.  5. I know what to do if I see anyone being hurt. 6. I understand that rights match responsibility. 7. I try to stand up for myself and others without hurting others. 8. I try to be just and fair.	<b>Know they are created to love others</b>  To identify and respect the similarities and differences between people.  Learn to recognise likes and dislikes, make informed choices and recognise consequences.  Learn to recognise that they share a responsibility for keeping themselves and others safe (when to say YES, NO, I WILL ASK & I WILL TELL)		Know that there are different types of families <b>Most families consist of mother, father &amp; children but not all families are like this.</b> Recognise the roles of individuals within the family challenging stereotypes. Know that secure loving relationships within the family are important Recognise they are created by God Recognise that babies have special needs Know about rituals that mark and celebrate birth and belonging to a community . recognise that their feelings and actions affect other people . listen and cooperate with Others	<b>SEAL – GETTING ON AND FALLING OUT Friendship</b> I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment. <b>Seeing things from another point of view</b> I know that people don't always see things in the same way. I can see things from someone else's point of view. <b>Working together</b> I can decide with my group about how well we have worked together. <b>Managing feelings – anger</b> I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings. <b>Resolving conflict</b> I can use my ability to see things from the other point of view to make a conflict situation better.	CAFOD Global Activity Book  Focus on Fairtrade  Picture my World – Fairtrade shopping game  Picture my World – Children's Rights assembly	Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it's another adult.  Discuss with parents whom they trust and what they would do. I feel safe with _____ I don't feel safe with _____  Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice & Peace group or a CAFOD worker
<b>Autumn Term Statements to live by 5-8 links with PARABLES</b> The Labourers in the Vineyard The Unforgiving Servant The Honest/dishonest Steward The Cunning Manager The Sheep and the Goats The Leaven/Yeast The Fruitless Fig Tree The Fig Tree and all the Trees The Unclean Spirit			<b>SCRIPTURE REFERENCE</b> Matthew 20: 1-16 Matthew 18: 21-35 Luke 12: 41-48 Matthew 24: 45-51 Luke 16: 1-13 Matthew 25: 31-46 Luke 13: 20-21 Matthew 13: 33 Mark 11: 12-14, 20-24 Matthew 21: 18-22 Matthew 24: 32-34 Mark 13: 28-31 Luke 21: 29-32 Matthew 12: 22-30 Mark 3: 22-30 Luke 11: 14-32		<b>BOOKS</b> This is our house - Michael Rosen The surprise party- Pat Hutchins Best of friends - Shen Rodie Just a little bit – Emile Jadoul Wonder Goal – Michael Foreman This is our house - Michael Rosen The surprise party- Pat Hutchins The Rainbow Fish – Marcus Pfister Frog and Toad are Friends – Arnold Lobel Mr Gumpy's Outing – John Burningham Best Friends for Francis – Russell Hogan Katie Morag and the Two Grandmothers – Mairi Hedderwick When Mum Turned into a Monster – Joanna Harrison		
<b>Additional Resources</b>  Internet Safety <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>							



Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Advent/ Christmas loving Preparations : Do we need to prepare?</b> Advent preparing to welcome Jesus	<b>Give opportunities for pupils to:</b> Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living.  9.I can tell you how I look after myself. 10.I think before I make choices that affect my health. 11.I can work, play, rest and pray each day. 12.Simple things can make us happy.	<b>Know they are Created &amp; Loved by God</b> Describe the importance for humans to exercise, eat the right amount of different types of food and maintain personal hygiene. <b>Know they are created to love others</b> Learn that there are different types of teasing and bullying and these are wrong and unacceptable. Learn how to resist teasing and bullying if they experience or witness it. <b>Know they are created to live in our society and the wider world</b> Learn how some diseases are spread and can be controlled and the responsibility they have for their own health and that of others. E.g washing hands.		Become aware of the school as a caring community recognise and deal with feelings in a positive way	<b>SEAL – SAY NO TO BULLYING</b> I can tell you what bullying is. I can tell you some ways in which I am the same as and different from my friends. I am proud of the ways in which I am different. I can tell you how someone who is bullied feels. I can be kind to children who are bullied. I know that when you feel sad, it affects the way you behave and how you think. I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied. I know what to do if I am bullied.  ANTI-Bullying Week Activities  <a href="http://www.kidscape.org.uk/resources">www.kidscape.org.uk/resources</a>  <a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>	Sharing our World Goal 6 (4,5,1 )  Live Simply photo-pack  Picture my World  Interactive Advent Calendar  World Gifts stories and Assembly  Link to any Advent charity work e.g. CAFOD World Gifts  <a href="http://www.cafod.org.uk/worldgifts">www.cafod.org.uk/worldgifts</a>	Discuss with parents how they help them to keep healthy. Discuss how family can help each other.  Ask the school nurse to speak to children about how to keep healthy. Invite organisations, e.g. NSPCC to talk about how the children can help others.  Ask someone from the parish to talk about how they keep their relationship with God 'healthy'
<b>Autumn Term Statements to live by 9-12 links to PARABLES</b> The Two foundations / The Two Sons The Chief Seats The Unjust Judge/ The Friend at Midnight The Unprofitable Servant The Cunning Manager The Rich Fool			<b>SCRIPTURE REFERENCE</b>  Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 21-32 Luke 14: 7-14 Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 17: 7-10 Luke 16: 1-13 Luke 12: 13-21		<b>BOOKS</b> What will I be? - Dawn Allette Pass it Polly - Sarah Garland Wonder Goal – Michael Foreman The Scallywags – David Melling Tusk Tusk – David McKee Yes I can be Healthy - Emma Brownjohn The Wild Washerwomen – John Yeoman & Quentin Blake The Pig in a Wig – Alan MacDonald Frog and the Stranger – Max Velthuis What do We Think About Bullying? – Jillian Powell		
<b>Additional Resources</b>  Internet safety <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>							

## SPRING TERM Year 2

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Local church Community Books: Why do we need books?</b> Pupils will know and understand about the different books used at home and in school and the books used in Church on Sunday.</p>	<p><b>Give opportunities for pupils to:</b> Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.</p> <p>13.I try to love others as I love myself. 14.I try to follow our school and classroom rules. 15.I know I belong in a community that includes my school. 16.I know we are happiest when we are united.</p>	<p><b>Know they are created and loved by God</b> Learn about rules for and ways of keeping physically and emotionally safe (inc. online safety, responsible use of ICT, safety in the environment) <b>Know they are created to live in our society and the wider world</b> Learn to recognise that people and other living things have needs and that they have responsibilities to meet them (taking turns, sharing, returning borrowed things)</p>		<p>Know and understand the virtues essential to friendship e.g. loyalty , responsibility, forgiveness and being forgiven</p> <p>look at how to keep themselves safe Help others make and keep friends Know how to take care of Others</p> <p>Recognise the need for personal privacy</p> <p>Recognise the difference between being alone and being lonely</p>	<p><b>SEAL- GOING FOR GOALS</b> <b>Knowing myself</b> I can tell you how I learn best. <b>Setting a realistic goal</b> I can choose a realistic goal. I can say what I want to happen when there is a problem (set a goal). <b>Planning to reach a goal</b> I can break a goal down into small steps. I can choose a realistic goal. <b>Persistence</b> I can work towards a reward or for the satisfaction of finishing a task. I can recognise when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration. <b>Making choices</b> I can choose between my ideas and give reasons. <b>Evaluation and review</b> I can learn from my successes. I can tell you what I have learned. I can tell you what I might do differently to learn more effectively. I can tell you why things have been successful.</p>	<p>Picture my World – meet the children</p> <p>Picture my World – my family</p> <p>Picture my World – real life stories</p> <p>Picture my World – My Global Family</p> <p>Sharing our world Goal 8</p> <p>Families assembly</p> <p>Live simply</p>	<p>Ask children to find out what rules they follow at home.</p> <p>Ask parents / carers to look for changes in the natural environment, to and from school.</p> <p>Ask parents/carers to arrange a family meal/ gathering or Some form of celebration.</p> <p>Invite the community into school to speak about rules e.g. Community Constable</p> <p>Invite RSPCA , PP Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community.</p> <p>Have a 'Mission Together' celebration.</p>
<p><b>Spring Term Statements to live by 13-16</b> The Sheep and the Goats The Good Samaritan Worthless Salt The Great Supper/The Marriage Feast/The Wedding Clothes The Rich Fool The Hidden Treasure/The Princess Pearl</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Matthew 25: 31-46 Luke 10: 25-37 Luke 14: 34 Matthew 5: 13 Mark 9: 50 Luke 14: 15-24 Matthew 22: 1-10 Matthew 22: 11-14 Luke 12: 13-21 Matthew 13: 44 Matthew 13: 45-46</p>		<p><b>BOOKS</b> Links to all Helen Stephens books <a href="http://www.helenstephens.com/pages/books.htm">http://www.helenstephens.com/pages/books.htm</a> Pink - Lynne Richards How to heal a broken wing - Bob Graham ABC UK - James Dunn Wizard of Oz – Frank L. Baum Tidy Titch – Pat Hutchins Seven Ways to Catch the Moon – M.P.Robertson Fireman Sinead – Anna Donovan</p>		
<p><b>Additional Resources</b></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Eucharist relating</b> <b>Thanksgiving:</b> <b>Why should we be grateful to people? -</b> Mass a special time for saying thank you to God for everything, especially Jesus</p>	<p><b>Give opportunities for pupils to:</b> To know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships.</p> <p>17.I listen to what you say. I show that I am listening to you. 18.I co-operate with others in work and play. 19.I try to use words that make the world a better place. (Please, sorry, thank you). 20.I try to appreciate the beauty and the wonder in the world around me</p>	<p><b>Know they are created to love others</b> Learn how to communicate feelings to others, recognise how others show feelings and how to respond. Learn about good and not so good feelings, develop a vocabulary to describe their feelings to others and strategies to manage feelings. Learn that people's bodies and feelings can be hurt. <b>Our Lives (Drugs Education - medicines and safety)</b> Learn that all medicines are drugs but not all drugs are medicines Learn basic road safety rules Investigate the ways in which exercise and rest help develop healthy bodies Learn how to make simple choices that improve their health and well-being</p>		<p>Understand that their bodies are special and develop ways to protect and respect them</p> <p>Be able to talk about their behaviour and feelings can affect the behaviour and feelings of others</p>		<p>Caring for the Forest online game</p> <p>Picture my World – Have your say</p> <p>Sharing our world Goal 7</p> <p>The Eight day assembly sketch</p> <p>Climate change scheme of work</p> <p>Global A-Z photopack</p> <p>Go Green poster pack</p>	<p>Ask children to design a card 'words to make the world a better place'. Parent /carer to tick where appropriate. (See Parent's Pack)</p> <p>Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child- back to back.</p> <p>Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking.</p> <p>Ask parents/carers to try and have a family meal together.</p> <p>Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way.</p>
<p><b>Spring Term Statements to live by 17-20 links to PARABLES</b> The Prodigal Son The Pharisee and the Tax Collector The Rich Man and Lazarus The Good Shepherd The Two Foundations/The Two Sons</p>			<p><b>SCRIPTURE REFERENCE</b> Luke 15: 11-32 Luke 18: 9-14 Luke 16: 14-15, 19-31 Luke 10: 25-37 Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 28-32</p>		<p><b>BOOKS</b></p>		
<p><b>Additional Resources</b></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Lent/Easter Giving Opportunities: How does each day offer opportunities to do good?</b> Lent : an opportunity to start anew in order to celebrate Jesus' new life</p>	<p><b>Give opportunities for pupils to:</b> Know that limitations are also opportunities for growth and make the most of our abilities.  21.I know that it is ok for me to make mistakes. 22.I can learn from my mistakes and failures. 23.I try to keep going when things are difficult and not give up hope. 24.I know what humility means.</p>	<p><b>Know they are created to live in our society and the wider world</b> Learn what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and good dental hygiene. <b>Know that they are created and loved by God.</b> Learn about change and loss and the associated feelings (moving home, losing loved ones; family, friends &amp; pets and losing toys etc.)</p>		<p>appreciate relationships - family and friends and how they work together, share, share feelings and talk, play together and pray together</p>	<p><b>SEAL – GOOD TO BE ME</b> <b>Knowing myself</b> I can tell you the things that I am good at and those things that I find more difficult. I know when and how I learn best. I can tell when a feeling is weak and when it is strong. I can tell when I am being impulsive and when I am thinking things through. <b>Understanding my feelings</b> I know more names for feelings than I did before. I can use more words to express my feelings. I can tell you some things that make me feel anxious. I can tell you something that makes me proud. <b>Managing my feelings</b> I can show or tell you what relaxed means. I know what makes me feel relaxed and what makes me feel stressed. I know what it feels like to be relaxed. I can be still and quiet and relax my body. I can change my behaviour if I stop and think about what I am doing. <b>Standing up for myself</b> I can tell when it is right to stand up for myself. I know how to stand up for myself.</p>	<p>Fast Day Stories <a href="http://www.cafod.org.uk/prmary">http://www.cafod.org.uk/prmary</a>  Walking for water ppt  Walking together with CAFOD ppt  Sharing our world Goal 8  Lenten Calendar  Picture my World – stories  Fast Day Stories: <a href="http://www.cafod.org.uk">www.cafod.org.uk</a>  Link to LENT Charity Work e.g. Mission Together</p>	<p>Ask parents to share with children their mistakes and achievements.  This week I will try to ... (one side child, other side parent).  Ask parents to help children set a target at home, e.g. wash up, make a drink.  Invite members of the community who have impairments to discuss with children how they have overcome difficulties.  Explore community newspapers for examples of achievements</p>
<p><b>Spring Term Statements to live by 21-24 links to PARABLES</b> The Talents/The Pounds The Mustard Seed The Prodigal Son The Seed Growing Secretly The Sower The Chief Seats</p>			<p><b>SCRIPTURE REFERENCE</b>  Matthew 25: 14-30 Luke 19: 11-28 Mark 4: 30-32 Luke 13: 18-19 Matthew 13: 31-32 Luke 15: 11-32 Mark 4: 26-29 Matthew 13: 1-9, 18-23 Mark 4: 1-9, 13-20 Luke 8: 4-8, 11-15 Luke 14: 7-14</p>		<p><b>BOOKS</b> Ruby Flew Too - Jonathan Emmett Oliver's Vegetables – Alison Bartlett and Vivian French The Tiny Seed – Eric Carle Jack &amp; The Beanstalk – Various Titch – Pat Hutchins Ten Seeds – Ruth Brown And then it's Spring – Julie Fogliano Amazing Grace – Mary Hoffman Something Special – Nicola Moon</p>		
<p><b>Additional Resources</b></p>							

## SUMMER TERM Year 2

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Pentecost Serving Spread the word: Why should we spread the Good News?</b></p> <p>Pentecost - a time to spread the Good News of Jesus</p>	<p><b>Give opportunities for pupils to:</b> Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.</p> <p>25.I know when to ask for help and who to ask for help from. 26.I can recognise comfortable and uncomfortable feelings. 27.I know how to help others when they are in trouble. 28.I understand what trust means.</p>	<p><b>Know they are created to love others</b> Learn to recognise when people are being unkind either to them or to others, how to respond who to tell and what to say</p> <p>Learn the difference between secrets and surprises and the importance of not keeping adult secrets – only surprises. <b>Our Lives difference and Diversity)</b> Recognise the need to co-operate in work and play Provide opportunities to explore celebrations in different cultures Appreciate that advertising is part of contemporary life and its effects on our way of life</p>		<p>Understand how to treat themselves and others with mutual respect and dignity Recognise, name and deal with their feelings in a positive way</p> <p>Identify people who can keep them safe Know how to ask for help Identify times when they need adult support Know how to consider safe and unsafe choices</p>	<p><b>SEAL - RELATIONSHIPS</b> <b>Knowing myself</b> I can tell when I feel cared for. I can tell when I love or care for someone. <b>Understanding my feelings</b> I can tell you how I feel when I lose someone or something I care about. <b>Managing my feelings</b> I can share people I care about. I can talk about my feelings when I feel alone. <b>Understanding the feelings of others</b> I understand that if someone leaves me they might still love me. I understand that people have to make hard choices and sometimes they have no choice.</p>	<p>Picture my World – About CAFOD</p> <p>Picture my World - emergencies</p>	<p>Send a scripture quote to parents / carers so they can talk to their children about it.</p> <p>•Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school.</p> <p>•Invite parents / carers to Key Stage assemblies on safety in the home and at school.</p> <p>•Let parents / carers know about the traffic light safety. Invite the crossing patrol person into class to discuss the importance of road safety</p>
<p><b>Summer Term Statements to live by 25-28 links to PARABLES</b> The Unjust Judge/ The Friend at Midnight The Good Samaritan The Servants Watching/The Thief at Night The Splinter and the Plank The Weeds Among the Wheat /Net</p>			<p><b>SCRIPTURE REFERENCE</b> Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 10: 25-37 Luke 12: 35-40 Matthew 24: 43-44 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Matthew 13: 24-30, 36-43 Matthew 13: 47-50</p>		<p><b>BOOKS</b> Tom Rabbit - Martin Waddell Time for bed - Mem Fox Be Gentle - Virginia Miller Dinosaur Friends – Paul Stickland The Very Worst Monster – Pat Hutchins Gorilla – Anthony Browne Dogger – Shirley Hughes 'Friends' by Elizabeth Jenkins - in Poems for Thinking- Robert Fisher</p>		
<p><b>Additional Resources</b></p> <p><a href="http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship">http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship</a></p> <p>Pentecost liturgy <a href="http://www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy">www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy</a></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Reconciliation Inter-relating Rules : Do we need rules?</b> Reasons for rules in the Christian family. Sacrament of reconciliation	<b>Give opportunities for pupils to:</b> Experience a reconciling community.  29.I try to forgive people when they hurt me. 30.I try to accept forgiveness from others. 31.I know how to show I am sorry. 32.I understand the importance of peace.	<b>Know they are created to love others</b>  Learn to recognise how their behaviour affects others.		Be able to talk about their emotions Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations			Invite parents / carers to a service of reconciliation. •Ask parents / carers to make an effort to show that they can say sorry and know how to forgive. •Send home some 'sorry' prayers that parents/carers and children can say together. Hold a school service of Reconciliation. Respond in some way to a local, national or world issue of conflict.
<b>Summer Term Statements to live by 29-32 links to PARABLES</b> The Two Debtors New Cloth and New Wine The Splinter and the Plank The Lost Sheep/The Lost Coin		<b>SCRIPTURE REFERENCE</b>  Luke 7: 40-44 Matthew 9: 14-17 Mark 2: 18-22 Luke 5: 33-39 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10			<b>BOOKS</b>		
<b>Additional Resources</b>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Universal Church World Treasures</b> <b>Is God's world a treasure?</b> How we should Treasure God's wonderful world.	<b>Give opportunities for pupils to:</b> Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.  33.I know what human dignity means and I show that I respect others. 34.I stand up for people who are being treated unfairly. 35.I notice that we are the same and we are different. 36.I try to be accepting of others.	<b>Know that they are created to live in our society and the wider world.</b> Learn about what improves and harms their local, natural and built environments and about some of the ways people look after/ don't look them. <b>Environment</b> Begin to appreciate their responsibility for the world investigate things which improve or harm the local and national environment and the things people do to care for it. Recognise that some of the earth's resources are finite and therefore must be used responsibly by all of us <b>Money Management</b> Know that money comes from different sources and can be used for different purposes			<b>SEAL- CHANGES</b> <b>Knowing myself</b> I can tell you what a habit is and know that it is hard to change one. I know what it means when something is or isn't your fault. <b>Planning to reach a goal</b> I can tell you about a plan I have made with my class to change something in our school. I can plan to overcome obstacles that might get in the way. <b>Making choices</b> I know that I make my own choices about my behaviour.	Picture my World Peru pack Sharing our world Live Simply Focus on Fairtrade	Ask parents / carers to talk to their children about the different gifts of family members.  Ask parents / carers to tell their children something of their family roots.  Ask parents / carers to talk about special family occasions.  Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage.  Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives.  Talk about those who help in our community including the PP.
<b>Summer Term Statements to live by 33-36 links to PARABLES</b>  The Wicked Tenants The Tower Builder/The King Going to War The Lost Sheep/The Lost Coin The Rich Man and Lazarus The Splinter and the Plank			<b>SCRIPTURE REFERENCE</b>  Mark 12: 1-12 Luke 20: 9-19 Matthew 21: 33-46 Luke 14: 25-30 Luke 14: 31-33 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10 Luke 16: 14-15, 19-31 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42		<b>BOOKS</b>  We are Britain – Benjamin Zephaniah Billy and Belle – Sarah Garland Little Rabbit FooFoo – Michael Rosen The Lie Detector – Susan Gates Willy the Wimp – Anthony Browne Jess Was the Brave One – Jean Little Wonderful Earth – Nick Butterworth The Creation – Brian Wildsmith		
<b>Additional Resources</b>  Water Assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/WaterEnvironment">www.cafod.org.uk/Education/Primary-schools/WaterEnvironment</a> assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a>  Climate justice assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a> Celebrate European Day of Languages / World Languages Week  Primary sustainability assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a>							

## AUTUMN TERM Year 3

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Domestic Church Family Homes- What makes a house a home?</b> God's dream for every family.</p>	<p><b>Give opportunities for pupils to:</b> Understand their uniqueness as made in the image of God and develop self-awareness, positive self-esteem and confidence.</p> <ol style="list-style-type: none"> <li>1. We are all special.</li> <li>2. I can say one good thing about myself</li> <li>3. I can see how I feel</li> <li>4. I can laugh and have fun</li> </ol>	<p><b>Know that they are created to love others</b> To recognise and respond appropriately to a wider range of feelings in others. That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. (see protected characteristics of the Equality Act 2010) To be aware of different types of relationships including those between acquaintances, friends, relatives and family. To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so. <b>Our Lives</b> Understand that they grow and change throughout life. Learn about what makes a healthy life-style, including the benefits of healthy eating and how to make informed choices. Learn that bacteria and viruses affect health and that following simple, safe routines can reduce their spread.</p>	<p><b>Links to Science Curr (2014) STAT (Bold)</b></p>	<p>Know and understand the virtues essential to friendship e.g. loyalty, responsibility, forgiveness and being forgiven</p> <p>Explore the expressions of love and joy in a family Explore the sacrament of marriage as an expression of love</p> <p><b>Most families consist of mother, father &amp; children but not all families are like this.</b></p> <p>Investigate why parents need to care for their families</p> <p>Investigate what is meant by relationships within families</p>	<p><b>SEAL – NEW BEGINNINGS Belonging</b> I know something about everyone in my class. I know that I am valued at school. I know how to make someone feel welcomed and valued at school. I know that I belong to a community.</p> <p><b>Self-awareness</b> I can tell you one special thing about me.</p> <p><b>Understanding the feelings of others</b> I know how it feels to be happy, sad or scared, and can usually tell if other people are feeling these emotions.</p> <p><b>Managing my feelings</b> I know how it feels to do or start something new, and some ways to cope with these feelings. I can manage my feelings and usually find a way to calm myself down when necessary.</p> <p><b>Social skills</b> I can give and accept a compliment.</p> <p><b>Making choices</b> I know some more ways to solve a problem.</p> <p><b>Understanding rights and responsibilities</b> I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p>	<p>Picture my World – meet the children</p> <p>Picture my World – real life stories</p> <p>Picture my World – A portrait of me</p> <p>A-Z Global Photo pack – Y card</p> <p>Harvest Fast Day Resources</p>	<p>Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...' Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special because  Discuss with children the things they would like to improve. Who could they ask for help within their community?</p>
<p><b>Autumn Term Statements to live by 1-4</b>Links to <b>PARABLES</b> The Lost Sheep The Lost Coin The Prodigal Son The Talents The Pounds The Good Samaritan The Sheep and the Goats</p>			<p><b>SCRIPTURE REFERENCE</b>  Luke 15:1-7 Matthew 18:12-18 Luke 15:8-10 Luke 15:11-32 Matthew 25:14-30 Luke 19:11-28 Luke 10:25-37</p>			<p><b>BOOKS</b>  Grandpa Chatterji – Jamila Gavin Grandpas' Indian Summer – Jamila Gavin The Angel of Nitshill Road - Anne Fine</p>	
<p><b>Additional Resources</b></p>							



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<b>Baptism/ confirmation belonging Promises: Why make promises?</b> Promises made at Baptism	<p><b>Give opportunities for pupils to:</b> Know, appreciate and understand the importance of social justice and develop independence interdependence and responsibility.</p> <p>5. I know what to do if I see anyone being hurt. 6. I understand that rights match responsibility. 7. I try to stand up for myself and others without hurting others. 8. I try to be just and fair.</p>	<p><b>Know they are created to love others</b> What being part of a community means and about the various institutions which support locally and nationally</p> <p><b>Know they are created to live in our society and the wider world.</b> Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those</p> <p>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</p>		<p>Learn to value themselves as children of God Explore rituals celebrated in church, marking birth, marriage and death</p> <p>Explore ways in which their actions and others can spoil loving family relationships</p> <p>Investigate what is meant by relationships with families</p>	<p><b>SEAL – GETTING ON AND FALLING OUT Friendship</b> I know how to look and sound friendly. I know how to be a good listener (taking turns). I know how to give and receive compliments. I know how to see things from someone else's point of view. <b>Managing feelings – anger</b> I know what my triggers for anger are. I know how our bodies change when we start to get angry. I know some ways to calm down when I start feeling angry. <b>Resolving conflict</b> I can use peaceful problem solving to sort out difficulties. I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.</p>	<p>CAFOD Global Activity Book</p> <p>Focus on Fairtrade</p> <p>Picture my World – Fairtrade shopping game</p> <p>Picture my World – Children's Rights assembly</p>	<p>Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it's another adult.</p> <p>Discuss with parents whom they trust and what they would do. I feel safe with _____ I don't feel safe with _____</p> <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice &amp; Peace group or a CAFOD worker</p>
<p><b>Autumn Term Statements to live by 5-8 Links to PARABLES</b> The Labourers in the Vineyard The Unforgiving Servant The Honest/dishonest Steward The Cunning Manager The Sheep and the Goats The Leaven/Yeast The Fruitless Fig Tree The Fig Tree and all the Trees The Unclean Spirit Additional Resources</p>			<p><b>SCRIPTURE REFERENCE</b> Matthew 20: 1-16 Matthew 18: 21-35 Luke 12: 41-48 Matthew 24: 45-51 Luke 16: 1-13 Matthew 25: 31-46 Luke 13: 20-21 Matthew 13: 33 Mark 11: 12-14, 20-24 Matthew 21: 18-22 Matthew 24: 32-34 Mark 13: 28-31 Luke 21: 29-32 Matthew 12: 22-30 Mark 3: 22-30 Luke 11: 14-32</p>			<p><b>BOOKS</b> Town Mouse and Country Mouse – Traditional tale Fourteen Rats and a Rat Catcher – Tamasin Cole Voices in the Park – Anthony Browne Sitting Ducks – Michael Bedard Something Else – Kathryn Cave &amp; Chris Riddell The Emperor's Egg – Martin Jenkins</p>	
<p><b>Additional Resources</b></p> <p>Internet Safety <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Advent/ Christmas Loving Visitors; Are visitors always welcome?</b> Advent a time where we are waiting for the coming of Jesus.</p>	<p><b>Give opportunities for pupils to:</b> Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living.</p> <p>9.I can tell you how I look after myself. 10.I think before I make choices that affect my health. 11.I can work, play, rest and pray each day. 12.Simple things can make us happy.</p>	<p><b>Know that they are created to love others.</b> About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people. Know they are created to live in our society and the wider world. To judge what kind of physical contact is acceptable or unacceptable and how to respond .To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help. To recognise their increasing independence brings increased responsibility to keep themselves and others safe. To recognise ways in which relationships can be unhealthy and who to talk to if they need support To recognise and manage dares ( situations where choices can be made to enter into something that is dangerous or difficult) <b>Created to live in our society and the wider world.</b> That bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	<p><b>Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food; they get nutrition from what they eat.</b> <b>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</b> Pupils should learn the importance of nutrition and should be introduced to the main body parts associated with skeleton and muscles finding out how different parts of the body have special functions. They might research different food groups and how they keep us healthy and design meals based on what they find out</p>	<p>Explore ways in which their actions and others can spoil loving family relationships</p>	<p><b>SEAL – SAY NO TO BULLYING</b> I can tell you what bullying is. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I know how it might feel to be a witness to and a target of bullying. I can tell you why witnesses sometimes join in with bullying or don't tell. I can tell you some ways of helping to make someone who is bullied feel better. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure. I can problem solve a bullying situation with others.</p> <p>ANTI-Bullying Week Activities</p> <p><a href="http://www.kidscape.org.uk/resources">www.kidscape.org.uk/resources</a></p> <p><a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a></p>	<p>Sharing our World Goal 6 (4,5,1 )</p> <p>Live Simply photo-pack</p> <p>Picture my World Interactive Advent Calendar</p> <p>World Gifts stories and Assembly</p> <p>Link to any Advent charity work e.g. CAFOD World Gifts</p> <p><a href="http://www.cafod.org.uk/worldgifts">www.cafod.org.uk/worldgifts</a></p>	<p>Discuss with parents how they help them to keep healthy. Discuss how family can help each other.</p> <p>Ask the school nurse to speak to children about how to keep healthy.</p> <p>Invite organisations, e.g. NSPCC to talk about how the children can help others.</p> <p>Ask someone from the parish to talk about how they keep their relationship with God 'healthy'.</p>
<p><b>Autumn Term Statements to live by 9-12</b> Links to PARABLES The Two foundations / The Two Sons The Chief Seats The Unjust Judge/ The Friend at Midnight The Unprofitable Servant The Cunning Manager The Rich Fool</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 21-32 Luke 14: 7-14 Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 17: 7-10 Luke 16: 1-13 Luke 12: 13-21</p>			<p><b>BOOKS</b></p> <p>Taller than Before – Bernard Ashley Willy The Champ – Anthony Browne Bullies at School – Theresa Breslin Bernard's Gang – Dick Cate Secret Friend – Pete Johnson Let's Talk About Bullying – Angela Grunsell</p>	
<p><b>Additional Resources</b></p> <p>Internet safety <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>							

**SPRING TERM Year 3**

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Local church Community Journeys : Is life a journey?</b> Exploring a Christian family's journey with Jesus.	<b>Give opportunities for pupils to:</b> Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.  13.I try to love others as I love myself. 14.I try to follow our school and classroom rules. 15.I know I belong in a community that includes my school. 16.I know we are happiest when we are united.	<b>Know they are created to love others</b> There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment  <b>Citizenship and democracy</b> Explore the qualities that make a good community That there are different kinds of responsibilities, rights and , and that these can sometimes conflict To recognise the role of community, voluntary and pressure groups Explore why and how rules and laws are made and enforced and why different rules are needed in different situations Become aware of school rules about health and safety, understand what democracy is, and about the basic institutions that support it locally and nationally.		Understand the importance of honesty and self-discipline	<b>SEAL – GOING FOR GOALS</b> <b>Knowing myself</b> I can tell you about myself as a learner. I know that I am responsible for my own learning and behaviour. <b>Setting a realistic goal</b> I can foresee obstacles and plan to overcome them when I am setting goals. <b>Planning to reach a goal</b> I can set success criteria so that I will know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others. <b>Persistence</b> I can manage frustration by using a number of strategies. <b>Making choices</b> I can identify advantages and disadvantages of the solutions or goals I set myself. I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups. I can make a choice about what to do based on my predictions of the likely consequences. <b>Evaluation and review</b> I can tell you what has gone wrong with a plan and why. I can talk about the bits that went well and the bits that I need to change if I used my plan again. I can recognise when I have reached my goal or been successful with my learning.	Picture my World – meet the children  Picture my World – my family  Picture my World – real life stories  Picture my World – My Global Family  Sharing our world Goal 8  Families assembly  Live simply	Ask children to find out what rules they follow at home. Ask parents / carers to look for changes in the natural environment, to and from school.  Ask parents/carers to arrange a family meal/ gathering or some form of celebration..  Invite the community into school to speak about rules e.g. Community Constable Invite RSPCA , PP Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community.  Have a 'Mission Together' celebration.
<b>Spring Term Statements to live by 13-16</b> The Sheep and the Goats The Good Samaritan Worthless Salt The Great Supper/The Marriage Feast/The Wedding Clothes The Rich Fool The Hidden Treasure/The Princess Pearl			<b>SCRIPTURE REFERENCE</b>  Matthew 25: 31-46 Luke 10: 25-37 Luke 14: 34 Matthew 5: 13 Mark 9: 50 Luke 14: 15-24 Matthew 22: 1-10 Matthew 22: 11-14 Luke 12: 13-21 Matthew 13: 44 Matthew 13: 45-46		<b>BOOKS</b>  Lazy Jack – Tony Ross Oscar Got the Blame – Tony Ross Sitting Ducks – Michael Bedard Mr Cool – Jacqueline Wilson		

Additional Resources							
Come and See Topics	Statements to live by	PSHE opportunities for pupils to: So Children are able to:	Links to Science Curr (2014) STAT (Bold)	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Eucharist relating Listening &amp; Sharing</b> <b>What's so important about listening and sharing?</b> Jesus gives himself to us in a special way.	<b>Give opportunities for pupils to:</b> To know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships.  17.I listen to what you say. I show that I am listening to you. 18.I co-operate with others in work and play. 19.I try to use words that make the world a better place. (Please, sorry, thank you). 20.I try to appreciate the beauty and the wonder in the world around me	<b>Created to live in our society and the wider world</b> To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong To differentiate between the terms risk, danger and hazard What positively and negatively affects their physical, mental and emotional health (including the media)  <b>Our Lives (Drugs Education – tobacco education)</b> Become aware of substances which harm the body Become aware of choices they can make to protect their bodies Understand which commonly available substances and drugs are legal and illegal, their effects and risks.		Understand that their bodies are special and develop ways to protect and respect them  Be able to talk about how their behaviour and feelings can affect the behaviour and feelings of others		Caring for the Forest online game  Picture my World – Have your say  Sharing our world Goal 7  The Eight day assembly sketch  Climate change scheme of work  Global A-Z photopack  Go Green poster pack	Ask children to design a card 'words to make the world a better place'. Parent /carer to tick where appropriate. (See Parent's Pack) •Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child- back to back. •Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking. •Ask parents/carers to try and have a family meal together. Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way..
<b>Spring Term Statements to live by 17-20 links to PARABLES</b> The Prodigal Son The Pharisee and the Tax Collector The Rich Man and Lazarus The Good Shepherd The Two Foundations/The Two Sons			<b>SCRIPTURE REFERENCE</b>  Luke 15: 11-32 Luke 18: 9-14 Luke 16: 14-15, 19-31 Luke 10: 25-37 Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 28-32			<b>BOOKS</b>	
Additional Resources							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Lent/Easter Giving</b> <b>Giving all: What makes some people give everything for others?</b> A time to remember Jesus' total giving.</p>	<p><b>Give opportunities for pupils to:</b> Know that limitations are also opportunities for growth and make the most of our abilities.</p> <p>21. I know that it is ok for me to make mistakes. 22. I can learn from my mistakes and failures. 23. I try to keep going when things are difficult and not give up hope. 24. I know what humility means.</p>	<p><b>Created to live in our society and the wider world</b> How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle.</p> <p>About change including transitions (between key stages and schools) loss, separation, divorce and bereavement</p>		<p>appreciate relationships - family and friends and how they work together, share, share feelings and talk, play together and pray together</p>	<p><b>SEAL – GOOD TO BE ME</b> <b>Knowing myself</b> I know about myself and how I learn. I can extend my learning. <b>Understanding my feelings</b> I can tell you what feeling surprised is like. I can tell you whether I like surprises or I like things to stay the same. <b>Managing my feelings</b> I can think about my worries and decide what I might do about them. I can tell when I should share a worry. I know that most people have worries. I can relax when I want to. I can tell when it is good to relax. <b>Standing up for myself</b> I can choose to act assertively. I know how to be assertive.</p>	<p>Fast Day Stories <a href="http://www.cafod.org.uk/prinary">http://www.cafod.org.uk/prinary</a></p> <p>Walking for water ppt</p> <p>Walking together with CAFOD ppt</p> <p>Sharing our world Goal 8</p> <p>Lenten Calendar</p> <p>Picture my World – stories</p> <p>Fast Day Stories: <a href="http://www.cafod.org.uk">www.cafod.org.uk</a></p> <p>Link to LENT Charity Work e.g. Mission Together</p>	<p>Ask parents to share with children their mistakes and achievements.</p> <p>This week I will try to ... (one side child, other side parent).</p> <p>Ask parents to help children set a target at home, e.g. wash up, make a cup of tea. Invite members of the community who have impairments to discuss with children how they have overcome difficulties.</p> <p>Explore community newspapers for examples of achievements.</p>
<p><b>Spring Term Statements to live by 21-24 links to PARABLES</b></p> <p>The Talents/The Pounds The Mustard Seed The Prodigal Son The Seed Growing Secretly The Sower The Chief Seats</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Matthew 25: 14-30 Luke 19: 11-28 Mark 4: 30-32 Luke 13: 18-19 Matthew 13: 31-32 Luke 15: 11-32 Mark 4: 26-29 Matthew 13: 1-9, 18-23 Mark 4: 1-9, 13-20 Luke 8: 4-8, 11-15 Luke 14: 7-14</p>			<p><b>BOOKS</b></p> <p>I'm Coming to Get You – Tony Ross The Egg – M.P. Robertson Gordon's Got a Snookie – Lisa Shannahan &amp; Wayne Harris The Golden Bird – Bertie Doherty</p>	
<p><b>Additional Resources</b></p>							

## SUMMER TERM Year 3

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Pentecost</b> <b>Serving Energy :</b> <b>What's the use of energy?</b> Gifts of the Holy Spirit</p>	<p><b>Give opportunities for pupils to:</b> Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.</p> <p>25.I know when to ask for help and who to ask for help from. 26.I can recognise comfortable and uncomfortable feelings. 27.I know how to help others when they are in trouble. 28.I understand what trust means.</p>	<p><b>Created to live in our society and the wider world</b> The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret</p> <p>To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media</p>		<p>Explore the ways in which feelings affect, and are affected by actions</p>	<p><b>SEAL - RELATIONSHIPS</b> <b>Knowing myself</b> I can tell when something is my fault and when something is not my fault. I can tell you the things that hurt my feelings. <b>Understanding my feelings</b> I can express feelings of guilt. I can say when I might feel guilty. <b>Managing my feelings</b> I can tell when I feel ashamed about something. I know when to tell someone about it. I know some things to do when I feel guilty. <b>Understanding the feelings of others</b> <b>I know when I will feel guilty and use</b> this when I make a choice. I can understand how I might hurt others. <b>Social skills</b> I can tell you how I can make someone who is important to me happy. I can tell you some ways to make amends if I have done something cruel or unkind. <b>Making choices</b> I can take responsibility for what I choose to do.</p>	<p>Picture my World – About CAFOD</p> <p>Picture my World – emergencies</p> <p>Millennium Development Goals—Making the world a fairer place.</p> <p>CAFOD <a href="http://www.cafod.org.uk/schools">www.cafod.org.uk/schools</a></p> <p>Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video</p>	<p>Send a scripture quote to parents / carers so they can talk to their children about it.</p> <p>•Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school.</p> <p>•Invite parents / carers to Key Stage assemblies on safety in the home and at school.</p> <p>•Let parents / carers know about the traffic light safety. Invite the crossing patrol person into class to discuss the importance of road safety</p>
<p><b>Summer Term Statements to live by 25-28 links to PARABLES</b></p> <p>The Unjust Judge/ The Friend at Midnight The Good Samaritan The Servants Watching/The Thief at Night The Splinter and the Plank The Weeds Among the Wheat /Net</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 10: 25-37 Luke 12: 35-40 Matthew 24: 43-44 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Matthew 13: 24-30, 36-43 Matthew 13: 47-50</p>		<p><b>BOOKS</b></p> <p>Badger's Parting Gifts – Susan Varley Get Lost Laura – Jennifer Northway Goodbye Mog – Judith Kerr Fred – Posy Simmonds Lovely Old Roly – Michael Rosen Up in Heaven – Emma Chichester Clark</p>		
<p><b>Additional Resources</b></p> <p><a href="http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship">http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship</a></p> <p>Pentecost liturgy <a href="http://www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy">www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy</a></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Reconciliation Inter-relating Choices: What helps me to choose well?</b> The importance of examination of conscience – Sacrament of Reconciliation	<b>Give opportunities for pupils to:</b> Experience a reconciling community.  29. I try to forgive people when they hurt me. 30. I try to accept forgiveness from others. 31. I know how to show I am sorry. 32. I understand the importance of peace.	<b>Created to live in our society and the wider world</b> To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them  <b>Our Lives (Difference and Diversity)</b> Realise the consequences of anti-social behaviours, such as bullying and racism, on individuals and communities Be aware of the importance of working together as part of a community Develop an appreciation of their own cultures and identify some significant elements in them to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Explore how the media present information		Be able to talk about their emotions Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations			Invite parents / carers to a service of reconciliation. •Ask parents / carers to make an effort to show that they can say sorry and know how to forgive. •Send home some 'sorry' prayers that parents/carers and children can say together. Hold a school service of Reconciliation. Respond in some way to a local, national or world issue of conflict including the PP.
<b>Summer Term Statements to live by 29-32 links to PARABLES</b>  The Two Debtors New Cloth and New Wine The Splinter and the Plank The Lost Sheep/The Lost Coin		<b>SCRIPTURE REFERENCE</b>  Luke 7: 40-44 Matthew 9: 14-17 Mark 2: 18-22 Luke 5: 33-39 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10			<b>BOOKS</b>		
<b>Additional Resources</b>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Universal Church World Special Places: What makes a place special?</b> Holy places for Jesus and the Christian	<b>Give opportunities for pupils to:</b> Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.  33. I know what human dignity means and I show that I respect others. 34. I stand up for people who are being treated unfairly. 35. I notice that we are the same and we are different. 36. I try to be accepting of others.	<b>Know that they are created to live in our society and the wider world.</b> To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom  To know that there are some cultural practices which are against British law and universal rights  <b>Environment</b> Explore ways in which people affect the environment Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment Explore ways in which they are responsible for their own environments, including the development of sensible road use			<b>Seal - Changes Knowing myself</b> I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them. <b>Understanding my feelings</b> I know that even changes we want to happen can sometimes feel uncomfortable. <b>Managing my feelings</b> I know some ways of dealing with the feelings that sometimes arise from changes. <b>Planning to reach a goal</b> I can tell you about a plan I have made to change something about my behaviour. I can think about and plan to overcome obstacles.	Picture my World Peru pack Sharing our world Live Simply Focus on Fairtrade	Ask parents / carers to talk to their children about the different gifts of family members. Ask parents / carers to tell their children something of their family roots. Ask parents / carers to talk about special family occasions.  Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage. Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives.  Talk about those who help in our community including the PP.
<b>Summer Term Statements to live by 33-36 links to PARABLES</b>  The Wicked Tenants The Tower Builder/The King Going to War The Lost Sheep/The Lost Coin The Rich Man and Lazarus The Splinter and the Plank			<b>SCRIPTURE REFERENCE</b>  Mark 12: 1-12 Luke 20: 9-19 Matthew 21: 33-46 Luke 14: 25-30 Luke 14: 31-33 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10 Luke 16: 14-15, 19-31 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42		<b>BOOKS</b>  We are Britain – Benjamin Zephaniah Billy and Belle – Sarah Garland The window – Jeannie Baker House for Sale – Roderick Hunt Ginger – Charlotte Voake Sam’s Duck – Michael Morpurgo Cliffhanger – Jacqueline Wilson Journey to Jo’burg Changes – Anthony Browne		
<b>Additional Resources</b> Water Assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Water">www.cafod.org.uk/Education/Primary-schools/Water</a> Environment assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a> Climate justice assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a> Primary sustainability assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-EnvironmentCelebrate">www.cafod.org.uk/Education/Primary-schools/Climate-EnvironmentCelebrate</a> European Day of Languages / World Languages Week							



## AUTUMN TERM Year 4

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Domestic church Family People: Where do I come from?</b> The family of God in Scripture	<b>Give opportunities for pupils to:</b> Understand their uniqueness as made in the image of God and develop self-awareness, positive self-esteem and confidence.  1.We are all special 2.I can say one good thing about myself 3.I can see how I feel 4.I can laugh and have fun	<b>Know they are created to love others</b> To recognise and respond appropriately to a wider range of feelings in others That differences and arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) To be aware of different types of relationships including those between acquaintances, friends, relatives and family To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so		Know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we grow and change. Learn about themselves as a child of God and their body as God's gift to them.  Know that each person , made in the image and likeness of God, has special qualities and gifts to contribute to community living. Explore their family responsibility towards the relationship within the family	<b>SEAL – NEW BEGINNINGS Belonging</b> I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome. I know how to join a group. I know that I belong to a community. <b>Understanding my feelings</b> I can contribute towards making a class charter. I can predict how I am going to feel in a new situation or meeting new people. <b>Managing my feelings</b> I can manage my feelings and usually find a way to calm myself down when necessary. <b>Making choices</b> I can use the problem-solving process to solve a problem <b>Understanding rights and responsibilities</b> I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school.	Picture my World – meet the children  Picture my World – real life stories  Picture my World – A portrait of me  A-Z Global Photo pack – Y card  Harvest Fast Day Resources	Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...'  Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special Because  Discuss with children the things they would like to improve. Who could they ask for help within their community?
<b>Autumn Term Statements to live by 1-4 links to PARABLES</b>			<b>SCRIPTURE REFERENCE</b>			<b>BOOKS</b>	
The Lost Sheep The Lost Coin The Prodigal Son The Talents The Pounds The Good Samaritan The Sheep and the Goats			Luke 15:1-7 Matthew 18:12-18 Luke 15:8-10 Luke 15:11-32 Matthew 25:14-30 Luke 19:11-28 Luke 10:25-37 Matthew 25:31-46			Grandpa Chatterji – Jamila Gavin Grandpas' Indian Summer – Jamila Gavin The Angel of Nitshill Road - Anne Fine	
<b>Additional Resources</b>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Baptism/ confirmation belonging Called: What does it mean to be called and chosen?</b> Confirmation: A call to witness</p>	<p><b>Give opportunities for pupils to:</b> Know, appreciate and understand the importance of social justice and develop independence interdependence and responsibility.</p> <p>5. I know what to do if I see anyone being hurt. 6. I understand that rights match responsibility. 7. I try to stand up for myself and others without hurting others. 8. I try to be just and fair.</p>	<p><b>Know they are created to love others What being part of a community means and about the various institutions which support locally and nationally Know they are created to live in our society and the wider world.</b></p> <p>Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build Resilience</p>		<p>Be aware of different types of relationship, including marriage and those between friends and families and to develop skills to be effective in relationships</p> <p>Journey in Love Covers the growth of a baby from conception to 20 weeks. This is non-statutory but can be taught in consultation with parents/carers.</p>	<p><b>SEAL – GETTING ON AND FALLING OUT</b> <b>Friendship</b> I can tell you lots of ways to give ‘friendship tokens’ to other people. <b>Working together</b> I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together. I can use peaceful problem solving to sort out difficulties. <b>Managing feelings – anger</b> I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some of the ways that I can stop myself being overwhelmed by feelings of anger. I know how it feels to be overwhelmed by feelings of anger.</p>	<p>CAFOD Global Activity Book</p> <p>Focus on Fairtrade</p> <p>Picture my World – Fairtrade shopping game</p> <p>Picture my World – Children’s Rights assembly</p>	<p>Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it’s another adult. Discuss with parents whom they trust and what they would do.</p> <p>I feel safe with _____ I don’t feel safe with _____</p> <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice &amp; Peace group or a CAFOD worker</p>
<p><b>Autumn Term Statements to live by 5-8 links to PARABLES</b></p> <p>The Labourers in the Vineyard The Unforgiving Servant The Honest/dishonest Steward The Cunning Manager The Sheep and the Goats The Leaven/Yeast The Fruitless Fig Tree The Fig Tree and all the Trees The Unclean Spirit</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Matthew 20: 1-16 Matthew 18: 21-35 Luke 12: 41-48 Matthew 24: 45-51 Luke 16: 1-13 Matthew 25: 31-46 Luke 13: 20-21 Matthew 13: 33 Mark 11: 12-14, 20-24 Matthew 21: 18-22 Matthew 24: 32-34 Mark 13: 28-31 Luke 21: 29-32 Matthew 12: 22-30 Mark 3: 22-30 Luke 11: 14-32</p>		<p><b>BOOKS</b></p> <p>Town Mouse and Country Mouse – Traditional tale Fourteen Rats and a Rat Catcher – Tamasin Cole Voices in the Park – Anthony Browne Sitting Ducks – Michael Bedard Something Else – Kathryn Cave &amp; Chris Riddell The Emperor’s Egg – Martin Jenkins</p>		
<p><b>Additional Resources</b></p> <p>Internet Safety <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Advent/ Christmas loving</b> <b>Gift: What's so special about gifts?</b> God's gift of love and friendship in Jesus.	<b>Give opportunities for pupils to:</b> Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living.  9.I can tell you how I look after myself 10.I think before I make choices that affect my health. 11 I can work, play, rest and pray each day. 12 Simple things can make us happy	<b>Know they are created to love others</b> About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people. Know they are created to live in our society and the wider world. To judge what kind of physical contact is acceptable or unacceptable and how to respond. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help. To recognise their increasing independence brings increased responsibility to keep themselves and others safe. To recognise ways in which relationships can be unhealthy and who to talk to if they need support. To recognise and manage dares (situations where choices can be made to enter into something that is dangerous or difficult) <b>Created to live in our society and the wider world.</b> That bacteria and viruses can affect health and that following simple routines can reduce their spread		<b>Our Lives – being healthy and preparing for puberty</b> Explore how to maintain a healthy body by a balanced diet Understand what makes a healthy lifestyle, exercise, healthy eating and how to make informed choices	<b>SEAL – SAY NO TO BULLYING</b> I can tell you what bullying is. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I know how it might feel to be a witness to and a target of bullying. I can tell you why witnesses sometimes join in with bullying or don't tell. I can tell you some ways of helping to make someone who is bullied feel better. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure. I can problem solve a bullying situation with others.	Sharing our World Goal 6 (4,5,1 )  Live Simply photo-pack  Picture my World Interactive Advent Calendar  World Gifts stories and Assembly  Link to any Advent charity work e.g. CAFOD World Gifts <a href="http://www.cafod.org.uk/worldgifts">www.cafod.org.uk/worldgifts</a>	Discuss with parents how they help them to keep healthy. Discuss how family can help each other.  Ask the school nurse to speak to children about how to keep healthy.  Invite organisations, e.g. NSPCC to talk about how the children can help others.  Ask someone from the parish to talk about how they keep their relationship with God 'healthy'.
<b>Autumn Term Statements to live by 9-12</b> Links to PARABLES The Two foundations / The Two Sons The Chief Seats The Unjust Judge/ The Friend at Midnight The Unprofitable Servant The Cunning Manager The Rich Fool			<b>SCRIPTURE REFERENCE</b> Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 21-32 Luke 14: 7-14 Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 17: 7-10 Luke 16: 1-13 Luke 12: 13-21		<b>BOOKS</b> Taller than Before – Bernard Ashley Willy The Champ – Anthony Browne Bullies at School – Theresa Breslin Bernard's Gang – Dick Cate Secret Friend – Pete Johnson Let's Talk About Bullying – Angela Grunsell		
<b>Additional Resources</b> Internet safety <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>							

**SPRING TERM Year 4**

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Local church Community Community: What makes 'community'?</b> Life in the local Christian community: ministries in the parish.</p>	<p><b>Give opportunities for pupils to:</b> Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.</p> <p>13.I try to love others as I love myself. 14.I try to follow our school and classroom rules. 15.I know I belong in a community that includes my school. 16.I know we are happiest when we are united..</p>	<p><b>Know they are created to love others</b> There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment</p>			<p><b>SEAL – GOING FOR GOALS</b> <b>Knowing myself</b> I can tell you about myself as a learner. I can use my strengths as a learner. I know what I need to learn effectively. I know that I am responsible for my own learning and behaviour. I know how my feelings can influence my learning. <b>Planning to reach a goal</b> I can set success criteria so that I will know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others. <b>Persistence</b> I can identify some barriers to my learning. I can think of ways to overcome barriers to my learning. I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else. I can understand that some thoughts help me reach my goal and some are a barrier. I can recognise when I find learning difficult and persevere when I need to. <b>Evaluation and review</b> I can tell you how I am going to apply what I have learned. I can recognise why I have reached my goal or been successful with my learning.</p>	<p>Picture my World – meet the children Picture my World – my family Picture my World – real life stories Picture my World – My Global Family Sharing our world Goal 8 Families assembly Live simply</p>	<p>Ask children to find out what rules they follow at home. Ask parents / carers to look for changes in the natural environment, to and from school. Ask parents/carers to arrange a family meal /gathering or some form of celebration. Invite the community into school to speak about rules e.g. Community Constable Invite RSPCA , PP Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community. Have a 'Mission Together' celebration.</p>
<p><b>Spring Term Statements to live by 13-16 Links to PARABLES</b> The Sheep and the Goats The Good Samaritan Worthless Salt The Great Supper/The Marriage Feast/The Wedding Clothes The Rich Fool The Hidden Treasure/The Princess Pearl</p>			<p><b>SCRIPTURE REFERENCE</b> Matthew 25: 31-46 Luke 10: 25-37 Luke 14: 34 Matthew 5: 13 Mark 9: 50 Luke 14: 15-24 Matthew 22: 1-10 Matthew 22: 11-14 Luke 12: 13-21 Matthew 13: 44 Matthew 13: 45-46</p>			<p><b>BOOKS</b> Lazy Jack – Tony Ross Oscar Got the Blame – Tony Ross Sitting Ducks – Michael Bedard Mr Cool – Jacqueline Wilson</p>	
<p><b>Additional Resources</b></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Eucharist relating Giving and Receiving: What's more important – giving or receiving?</b> Living in communion</p>	<p><b>Give opportunities for pupils to:</b> To know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships.</p> <p>17. I listen to what you say. I show that I am listening to you. 18. I co-operate with others in work and play. 19. I try to use words that make the world a better place. (Please, sorry, thank you). 20. I try to appreciate the beauty and the wonder in the world around me</p>	<p><b>Created to live in our society and the wider world</b> To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong To differentiate between the terms risk, danger and hazard What positively and negatively affects their physical, mental and emotional health (including the media)</p>				<p>Caring for the Forest online game</p> <p>Picture my World – Have your say</p> <p>Sharing our world Goal 7</p> <p>The Eight day assembly sketch</p> <p>Climate change scheme of work</p> <p>Global A-Z photopack</p> <p>Go Green poster pack</p>	<p>Ask children to design a card 'words to make the world a better place'. Parent /carer to tick where appropriate. (See Parent's Pack)</p> <ul style="list-style-type: none"> <li>•Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child- back to back.</li> <li>•Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking.</li> <li>•Ask parents/carers to try and have a family meal together.</li> </ul> <p>Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way.</p>
<p><b>Spring Term Statements to live by 17-20 links to PARABLES</b></p> <p>The Prodigal Son The Pharisee and the Tax Collector The Rich Man and Lazarus The Good Shepherd The Two Foundations/The Two Sons</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Luke 15: 11-32 Luke 18: 9-14 Luke 16: 14-15, 19-31 Luke 10: 25-37 Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 28-32</p>			<p><b>BOOKS</b></p>	
<p><b>Additional Resources</b></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Lent/Easter Giving Self-Discipline: Is self-discipline important in life?</b> Celebrating growth to a new life	<b>Give opportunities for pupils to:</b> Know that limitations are also opportunities for growth and make the most of our abilities.  21.I know that it is ok for me to make mistakes. 22.I can learn from my mistakes and failures. 23.I try to keep going when things are difficult and not give up hope. 24.I know what humility means.	<b>Created to live in our society and the wider world</b> How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle. About change including transitions (between key stages and schools) loss, separation, divorce and bereavement  Our Lives (Drugs education – alcohol education) Investigate ways that harmful substances can enter the body Continue the awareness of ways to protect their body from harmful substances Know which commonly available substances and drugs are legal and illegal and their effects and risks Learn what makes a healthy lifestyle, exercise, healthy diet, and how to make informed choices	<b>Pupils should be taught to describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.</b>		<b>SEAL – GOOD TO BE ME Knowing Myself</b> I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel. <b>Understanding my feelings</b> I can explain what hopeful and disappointed mean. I understand why we sometimes fight or run away when we feel threatened. I know why it is sometimes important to stop and think when we feel angry or stressed. <b>Managing my feelings</b> I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness. I can choose when to show my feelings and when to hide them. I can tell if I have hidden my feelings. I can recognise when I am beginning to get upset or angry and have some ways to calm down. I can stop and think before I act. <b>Standing up for myself</b> I can express myself assertively in a variety of ways.	Fast Day Stories <a href="http://www.cafod.org.uk/pr/mary">http://www.cafod.org.uk/pr/mary</a>  Walking for water ppt  Walking together with CAFOD ppt  Sharing our world Goal 8  Lenten Calendar  Picture my World – stories  Fast Day Stories: <a href="http://www.cafod.org.uk">www.cafod.org.uk</a>  Link to LENT Charity Work e.g. Mission Together	Ask parents to share with children their mistakes and achievements.  This week I will try to ... (one side child, other side parent).  Ask parents to help children set a target at home, e.g. wash up, make a cup of tea.  Invite members of the community who have impairments to discuss with children how they have overcome difficulties.  Explore community newspapers for examples of achievements.
<b>Spring Term Statements to live by 21-24 Links to PARABLESCRIPTURE REFERENCE</b> The Talents/The Pounds The Mustard Seed The Prodigal Son The Seed Growing Secretly The Sower The Chief Seats			<b>SCRIPTURE REFERENCE</b>  Matthew 25: 14-30 Luke 19: 11-28 Mark 4: 30-32 Luke 13: 18-19 Matthew 13: 31-32 Luke 15: 11-32 Mark 4: 26-29 Matthew 13: 1-9, 18-23 Mark 4: 1-9, 13-20 Luke 8: 4-8, 11-15 Luke 14: 7-14		<b>BOOKS</b>  I'm Coming to Get You – Tony Ross The Egg – M.P. Robertson Gordon's Got a Snookie – Lisa Shannahan & Wayne Harris The Golden Bird – Bertie Doherty		
<b>Additional Resources</b>							

**SUMMER TERM Year 4**

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Pentecost Serving New life: What's so important about new life?</b> To live and hear the Easter message.</p>	<p><b>Give opportunities for pupils to:</b> Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.</p> <p>25.I know when to ask for help and who to ask for help from. 26.I can recognise comfortable and uncomfortable feelings. 27.I know how to help others when they are in trouble. 28.I understand what trust means.</p>	<p><b>Created to live in our society and the wider world</b> The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media</p>		<p>Learn about the place of love and joy in families Most families consist of mother, father &amp; children but not all families are like this.</p>	<p><b>SEAL- RELATIONSHIPS Understanding the feelings of others</b> I know how most people feel when they lose something or someone they love. <b>Social skills</b> I can tell you how I feel about the important people or animals in my life. I know some ways to celebrate the life of someone I care about. I can tell you about someone that I no longer see. I understand that we can remember people even if we no longer see them.</p>	<p>Picture my World – About CAFOD</p> <p>Picture my World – emergencies</p> <p>Millennium Development Goals—Making the world a fairer place. CAFOD</p> <p><a href="http://www.cafod.org.uk/schools">www.cafod.org.uk/schools</a></p> <p>Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video</p>	<p>Send a scripture quote to parents / carers so they can talk to their children about it.</p> <p>•Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school.</p> <p>•Invite parents / carers to Key Stage assemblies on safety in the home and at school.</p> <p>•Let parents / carers know about the traffic light safety. Invite the crossing patrol person into class to discuss the importance of road safety including the PP.</p>

<p><b>Summer Term Statements to live by 25-28 links to PARABLES</b></p> <p>The Unjust Judge/ The Friend at Midnight The Good Samaritan The Servants Watching/The Thief at Night The Splinter and the Plank The Weeds Among the Wheat /Net</p>	<p><b>SCRIPTURE REFERENCE</b></p> <p>Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 10: 25-37 Luke 12: 35-40 Matthew 24: 43-44 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Matthew 13: 24-30, 36-43 Matthew 13: 47-50</p>	<p><b>BOOKS</b></p> <p>Badger's Parting Gifts – Susan Varley Get Lost Laura – Jennifer Northway Goodbye Mog – Judith Kerr Fred – Posy Simmonds Lovely Old Roly – Michael Rosen Up in Heaven – Emma Chichester Clark</p>
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**Additional Resources**  
<http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship>  
 Pentecost liturgy [www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy](http://www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy)

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Reconciliation Inter-relating Building bridges: Why are bridge builders important in life?</b> Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation</p>	<p><b>Give opportunities for pupils to:</b> Experience a reconciling community.</p> <p>29.I try to forgive people when they hurt me. 30.I try to accept forgiveness from others. 31.I know how to show I am sorry. 32.I understand the importance of peace.</p>	<p><b>Created to live in our society and the wider world</b> To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p><b>Our Lives (Difference and Diversity)</b> Explore and value the differences of individuals in their communities Learn about the range of jobs carried out by people they know Investigate people's reactions to differences e.g. of talents, looks, cultures. Become aware of the consequences of anti-social behaviour, such as bullying, teasing and racism. Explore the consequences of anti-social behaviour on individuals and communities</p>		<p>Deepen their appreciation of the place of the sacrament of Reconciliation in their lives</p>		<p>Millennium Development Goals—Making the world a fairer place.</p> <p>CAFOD <a href="http://www.cafod.org.uk/schools">www.cafod.org.uk/schools</a></p>	<p>Invite parents / carers to a service of reconciliation.</p> <p>•Ask parents / carers to make an effort to show that they can say sorry and know how to forgive.</p> <p>•Send home some 'sorry' prayers that parents/carers and children can say together.</p> <p>Hold a school service of Reconciliation.</p> <p>Respond in some way to a local, national or world issue of conflict.</p>
<p><b>Summer Term Statements to live by 29-32 links to PARABLES</b></p> <p>The Two Debtors New Cloth and New Wine The Splinter and the Plank The Lost Sheep/The Lost Coin</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Luke 7: 40-44 Matthew 9: 14-17 Mark 2: 18-22 Luke 5: 33-39 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10</p>			<p><b>BOOKS</b></p>	
<p><b>Additional Resources</b></p>							



Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Universal Church World</b> <b>God's People: Why do some people do extraordinary things?</b> Different Saints show people what God is like.	<b>Give opportunities for pupils to:</b> Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.  33.I know what human dignity means and I show that I respect others. 34.I stand up for people who are being treated unfairly. 35.I notice that we are the same and we are different. 36.I try to be accepting of others.	<b>Know that they are created to live in our society and the wider world.</b> To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom To know that there are some cultural practices which are against British law and universal rights <b>Our lives (Difference &amp; Diversity)</b> Identify ways in which people in our world depend on each other think about lives of people living in other places and times and people with different values and customs Investigate community life in a 'developing world' area Learn that difference and similarities between people arise from a number of factors, cultural, ethic, racial, religious, gender and disability Environment Explore ways in which their actions affect the environment and how they can work with others to preserve the environment			<b>SEAL – CHANGES</b> <b>Knowing myself</b> I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult. <b>Understanding my feelings</b> I can tell you how I would feel if a change that I didn't want to happen was imposed on me. I know some of the reasons that change can feel uncomfortable and scary. <b>Understanding the feelings of others</b> I can sometimes understand why other people are behaving as they are when they are finding a change difficult. <b>Managing my feelings</b> I know some ways of dealing with the feelings that sometimes arise from changes. <b>Belonging to a community</b> I can tell you how it feels to belong to a group, and know it is important for everyone.	Picture my World Peru pack  Sharing our world  Live Simply  Focus on Fairtrade  Universal Church Topic Resources at <a href="http://www.CAFOD.org.uk">www.CAFOD.org.uk</a>	Ask parents / carers to talk to their children about the different gifts of family members.  Ask parents / carers to tell their children something of their family roots.  Ask parents / carers to talk about special family occasions  Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage.  Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives.  Talk about those who help in our community including the PP.
<b>Summer Term Statements to live by 33-36 links to PARABLES</b> The Wicked Tenants The Tower Builder/The King Going to War The Lost Sheep/The Lost Coin The Rich Man and Lazarus The Splinter and the Plank			<b>SCRIPTURE REFERENCE</b> Mark 12: 1-12 Luke 20: 9-19 Matthew 21: 33-46 Luke 14: 25-30 Luke 14: 31-33 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10 Luke 16: 14-15, 19-31 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42			<b>BOOKS</b> We are Britain – Benjamin Zephaniah Billy and Belle – Sarah Garland The window – Jeannie Baker Changes – Anthony Browne House for Sale – Roderick Hunt Cliffhanger – Jacqueline Wilson Journey to Jo'burg – Beverly Naidu	
<b>Additional Resources</b> Water Assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Water">www.cafod.org.uk/Education/Primary-schools/Water</a> Environment assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a> Climate justice assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a> Primary sustainability assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a> Celebrate European Day of Languages / World Languages Week							

## AUTUMN TERM Year 5

AUTUMN TERM Year 5							
Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Domestic church Family Ourselves:</b> Who am I? Created in the image and likeness of God	<b>Give opportunities for pupils to:</b> Understand their uniqueness as made in the image of God and develop self-awareness, positive self-esteem and confidence.  1.We are all special 2.I can say one good thing about myself 3.I can see how I feel 4.I can laugh and have fun	<b>Know they are created to love e others</b> To recognise and respond appropriately to a wider range of feelings in others. That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. (See protected characteristics of the Equality Act 2010) To be aware of different types of relationships including those between acquaintances, friends, relatives and family To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so		Explore ways to reflect God's unconditional love in their lives	<b>SEAL – NEW BEGINNINGS Belonging</b> I know that I am valued at school. Understanding my feelings I understand how it feels to do or start something new, and why. <b>Managing my feelings</b> I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. <b>Understanding the feelings of others</b> I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. <b>Making choices</b> I can explain how I go about solving a problem and can give you an example of a problem I have solved. <b>Understanding rights and responsibilities</b> I know some of the things that help us in school to learn and play well together. I understand my rights and responsibilities in the school. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things.	Picture my World – meet the children  Picture my World – real life stories  Picture my World – A portrait of me  A-Z Global Photo pack – Y card  Harvest Fast Day Resources	Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...'  Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special because  Discuss with children the things they would like to improve. Who could they ask for help within their community?
<b>Autumn Term Statements to live by 1-4 links to PARABLES</b>  The Lost Sheep The Lost Coin The Prodigal Son The Talents The Pounds The Good Samaritan The Sheep and the Goats			<b>SCRIPTURE REFERENCE</b>  Luke 15:1-7 Matthew 18:12-18 Luke 15:8-10 Luke 15:11-32 Matthew 25:14-30 Luke 19:11-28 Luke 10:25-37 Matthew 25:31-46		<b>BOOKS</b>  Refugee Boy – Benjamin Zephaniah I Come From ..... Series Franklin Watts Goodnight Mr Tom – Michelle Magorian Journey to the Rover Sea – Eva Ibbotson Weslandia – Paul Fleischman The Lost Thing – Shaun Tan		
<b>Additional Resources</b>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Baptism/ confirmation belonging Life Choices: Is commitment important?</b> Marriage, commitment and service	<b>Give opportunities for pupils to:</b> Know, appreciate and understand the importance of social justice and develop independence interdependence and responsibility.  5. I know what to do if I see anyone being hurt. 6. I understand that rights match responsibility. 7. I try to stand up for myself and others without hurting others. 8. I try to be just and fair.	<b>Know they are created to love others</b> What being part of a community means and about the various institutions which support locally and nationally. <b>Know they are created to live in our society and the wider world.</b> Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience		Reflect on personal responsibility for maintaining good relationships Explore the marriage liturgy, especially the parents' responsibility towards children as expressed through the vows of Christian marriage Learn about the different types of relationships among friends and families and develop the skills needed to be effective in relationships <b>Our lives (Difference &amp; Diversity)</b> Explore the meaning of prejudice and how it can be expressed Investigate ways in which the community deals with prejudice Appreciate the range of national, regional, religious and ethnic identities within the UK Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic/racial, religious diversity, gender or disability	<b>SEAL – GETTING ON AND FALLING OUT Friendship</b> I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. <b>Working together</b> I can tell you some things that a good leader should do. <b>Managing feelings – anger</b> I know what my triggers are for anger. I know what happens when I get angry. I know what happens when I am overwhelmed by feelings of anger. I know some ways to calm myself down. I can consider the short- and long-term consequences of my behaviour in order to make a wise choice, even when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry. <b>Resolving conflict</b> I can say things and do things that are likely to make a difficult situation better. I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse. I can use my skills for solving problems peacefully to help other people resolve conflict.	CAFOD Global Activity Book  Focus on Fairtrade  Picture my World – Fairtrade shopping game  Picture my World – Children's Rights assembly	Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it's another adult.  Discuss with parents whom they trust and what they would do. I feel safe with _____ I don't feel safe with _____  Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice & Peace group or a CAFOD worker
<b>Autumn Term Statements to live by 5-8 links to PARABLES</b>  The Labourers in the Vineyard The Unforgiving Servant The Honest/dishonest Steward The Cunning Manager The Sheep and the Goats The Leaven/Yeast The Fruitless Fig Tree The Fig Tree and all the Trees The Unclean Spirit			<b>SCRIPTURE REFERENCE</b>  Matthew 20: 1-16 Matthew 18: 21-35 Luke 12: 41-48 Matthew 24: 45-51 Luke 16: 1-13 Matthew 25: 31-46 Luke 13: 20-21 Matthew 13: 33 Mark 11: 12-14, 20-24 Matthew 21: 18-22 Matthew 24: 32-34 Mark 13: 28-31 Luke 21: 29-32 Matthew 12: 22-30 Mark 3: 22-30 Luke 11: 14-32		<b>BOOKS</b>  Angry Arthur – Hiawyn Oram & Satoshi Kitamura Where the Wild Things Are – Maurice Sendak Tusk Tusk – David McKee A Pig is Moving in – Claudia Fries The Tunnel – Anthony Browne Ian's Walk – Laurie Lears It is a puzzle – from Please Mrs Butler Poetry Allan Ahlberg		
<b>Additional Resources</b>  Internet safety. <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Advent/ Christmas Loving Hope: What does it mean to live in hope?</b> Waiting in joyful hope for Jesus; the promised one.</p>	<p><b>Give opportunities for pupils to:</b> Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living. .9.I can tell you how I look after myself 10.I think before I make choices that affect my health 11.I can work, play, rest and pray each day. 12.Simple things can make us happy.</p>	<p><b>Know they are created to love others</b> About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people Know they are created to live in our society and the wider world To judge what kind of physical contact is acceptable or unacceptable and how to respond. .To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help To recognise their increasing interdependence brings increased responsibility to keep themselves and others safe To recognise ways in which relationships can be unhealthy and who to talk to if they need support To recognise and manage dares ( situations where choices can be made to enter into something that is dangerous or difficult) <b>Created to live in our society and the wider world.</b> That bacteria and viruses can affect health and that following simple routines can reduce their spread</p>		<p>Explore ways to reflect Explore ways of dealing with broken relationships and bringing about reconciliation</p> <p><b>Our Lives (Difference and Diversity)</b> Consider the experiences and lives of other people living in other places/times and with different values and customs Reflect on social, moral and cultural issues using imagination, to consider the experience of others Develop an understanding and respect for the beliefs and cultures of others Appreciate the diversity of national, regional, religious and ethnic identities in the UK.</p>	<p><b>SEAL – SAY NO TO BULLYING</b> I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can explain some of the ways in which one person (or group of people) can have power over another. I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours to make other choices. I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.</p>	<p>Sharing our World Goal 6 (4,5,1 )</p> <p>Live Simply photo-pack</p> <p>Picture my World</p> <p>Interactive Advent Calendar</p> <p>World Gifts stories and Assembly</p> <p>Link to any Advent charity work e.g. CAFOD World Gifts <a href="http://www.cafod.org.uk/worldgifts">www.cafod.org.uk/worldgifts</a></p>	<p>Discuss with parents how they help them to keep healthy.</p> <p>Discuss how family can help each other.</p> <p>Ask the school nurse to speak to children about how to keep healthy. Invite organisations, e.g. NSPCC to talk about how the children can help others.</p> <p>Ask someone from the parish to talk about how they keep their relationship with God 'healthy'</p>
<p><b>Autumn Term Statements to live by 9-12</b> <b>Links to PARABLES</b></p> <p>The Two foundations / The Two Sons The Chief Seats The Unjust Judge/ The Friend at Midnight The Unprofitable Servant The Cunning Manager The Rich Fool</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 21-32 Luke 14: 7-14 Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 17: 7-10 Luke 16: 1-13 Luke 12: 13-21</p>		<p><b>BOOKS</b></p> <p>We're talking about : Bullying - Anne Charlish Bad Girls – Jacqueline Wilson Secret Friends – Elizabeth Laird The Travelling People – Anthea Womington, Sian Newman, Chris Lilly Cat's Eye – Margaret Atwood Blubber – Judy Blume Ganging –Up – Alan Gibbons Way Home – Libby Hathorn</p>		
<p><b>Additional Resources</b> <b>Internet safety;</b> <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>							

## SPRING TERM Year 5

SPRING TERM Year 5							
Come and See Topics	Statements to live by	PSHE opportunities for pupils to:	Links to Science Curr (2014) STAT (Bold)	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Local church Community Mission: Do we all have a mission in life?</b></p> <p>Continuing the mission of Jesus in our Diocese.</p>	<p><b>Give opportunities for pupils to:</b></p> <p>Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.</p> <p>13.I try to love others as I love myself. 14.I try to follow our school and classroom rules. 15.I know I belong in a community that includes my school. 16.I know we are happiest when we are united.</p>	<p><b>Know they are created to love others</b></p> <p>There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environments.</p>	<p><b>Links to Science Curr (2014) STAT (Bold)</b></p>	<p>Learn about sources of help and support for individuals, families and groups</p> <p>That pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure</p> <p>Explore the meaning of friendship, trust and loyalty</p> <p>Learn about different types of relationships among friends and families and to develop skills needed to be effective in relationships</p> <p><b>Most families consist of mother, father &amp; children but not all families are like this.</b></p>	<p><b>SEAL – GOING FOR GOALS</b></p> <p><b>Knowing myself</b></p> <p>I know the skills and attributes of an effective learner. I can try to develop these skills. I can recognise and celebrate my own achievements. I know what some of the people in my class like or admire about me.</p> <p><b>Setting a realistic goal</b></p> <p>I can set myself a goal or challenge.</p> <p><b>Evaluation and review</b></p> <p>I can be a critical friend to others and myself. I can apply what I have learned. I can tell you what I need to learn next.</p>	<p>Picture my World – meet the children</p> <p>Picture my World – my family</p> <p>Picture my World – real life stories</p> <p>Picture my World – My Global Family</p> <p>Sharing our world Goal 8</p> <p>Families assembly</p> <p>Live simply</p>	<p>Parents/Carers/Community. You could.</p> <p>Ask children to find out what rules they follow at home.</p> <p>Ask parents / carers to look for changes in the natural environment, to and from school.</p> <p>Ask parents/carers to arrange a family meal /gathering or some form of celebration.</p> <p>Invite the community into school to speak about rules e.g. Community Constable</p> <p>Invite RSPCA , PP Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community.</p> <p>Have a 'Mission Together' celebration.</p>
<p><b>Spring Term Statements to live by 13-16</b>Links to PARABLES</p> <p>The Sheep and the Goats The Good Samaritan Worthless Salt The Great Supper/The Marriage Feast/The Wedding Clothes The Rich Fool The Hidden Treasure/The Princess Pearl</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Matthew 25: 31-46 Luke 10: 25-37 Luke 14: 34 Matthew 5: 13 Mark 9: 50 Luke 14: 15-24 Matthew 22: 1-10 Matthew 22: 11-14 Luke 12: 13-21 Matthew 13: 44 Matthew 13: 45-46</p>			<p><b>BOOKS</b></p> <p>The Tower to the Sun – Colin Thompson Falling Angels – Colin Thompson Wonder Goal – Michael Foreman How to Write Really Badly - Anne Fine There's a Boy in the Girls' Bathroom – Louis Sachar</p>	
<p><b>Additional Resources</b></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Eucharist relating Memorial Sacrifice: Why do we need memories?</b> The Eucharist; the living memorial of Jesus' sacrifice.</p>	<p><b>Give opportunities for pupils to:</b> To know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships.</p> <p>17.I listen to what you say. I show that I am listening to you. 18.I co-operate with others in work and play. 19.I try to use words that make the world a better place. (Please, sorry, thank you). 20.I try to appreciate the beauty and the wonder in the world around me</p>	<p><b>Created to live in our society and the wider world</b> To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong To differentiate between the terms risk, danger and hazard What positively and negatively affects their physical, mental and emotional health (including the media)</p>		<p>Recognise that actions have consequences for themselves and other, recognise others' feelings and put themselves in someone else's shoes To be able to talk about relationships and how to seek advice from significant adults</p>		<p>Caring for the Forest online game</p> <p>Picture my World – Have your say</p> <p>Sharing our world Goal 7</p> <p>The Eight day assembly sketch</p> <p>Climate change scheme of work</p> <p>Global A-Z photopack</p> <p>Go Green poster pack</p>	<p>Ask children to design a card 'words to make the world a better place'. Parent /carer to tick where appropriate. (See Parent's Pack)</p> <ul style="list-style-type: none"> <li>•Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child- back to back.</li> <li>•Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking.</li> <li>•Ask parents/carers to try and have a family meal together.</li> </ul> <p>Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way.</p>
<p><b>Spring Term Statements to live by 17-20 links to PARABLES</b></p> <p>The Prodigal Son The Pharisee and the Tax Collector The Rich Man and Lazarus The Good Shepherd The Two Foundations/The Two Sons</p>		<p><b>SCRIPTURE REFERENCE</b></p> <p>Luke 15: 11-32 Luke 18: 9-14 Luke 16: 14-15, 19-31 Luke 10: 25-37 Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 28-32</p>			<p><b>BOOKS</b></p>		
<p><b>Additional Resources</b></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Lent/ Easter Giving Sacrifice: Why do we need to make sacrifices?</b> Lent a time for aligning with the sacrifice already made by Jesus.</p>	<p><b>Give opportunities for pupils to:</b> know that limitations are also opportunities for growth and make the most of our abilities. 21 I know that it is ok for me to make mistakes 22 I can learn from my mistakes and failures. 23 I try to keep going when things are difficult and not give up hope. 24 I know what humility means.</p>	<p><b>Created to live in our society and the wider world</b> How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle. About change including transitions (between key stages and schools) loss, separation, divorce and bereavement. <b>Our Lives (Drugs education – Drug &amp; alcohol education)</b> Understand which commonly available substances and drugs are legal and illegal and their effects and the associated risk. Develop an awareness of the way the media influences our choices Become aware of the effects of exercise bones ,muscles and organs Learn about options for a healthy lifestyle, including benefits of exercise healthy eating and what affects positive mental health and to make informed choices</p>		<p>Explore ways to reflect God's unconditional love in their lives</p>	<p><b>SEAL – GOOD TO BE ME</b> <b>Knowing myself</b> I accept myself for who and what I am. <b>Understanding my feelings</b> I can tell the difference between showing I am proud and boasting. I know that boasting can make other people feel inadequate or useless. I can explain how I am feeling even if I have mixed feelings. I understand that sometimes the feeling part of my brain takes over and I might make mistakes. I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings. I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy. <b>Managing my feelings</b> I can use some strategies to help me when I feel useless or inadequate. I can feel positive even when things are going wrong. I can disagree with someone without falling out. I can cope when someone disagrees with me. <b>Making choices</b> I can make a judgement about whether to take a risk.</p>	<p>Fast Day Stories <a href="http://www.cafod.org.uk/pr/mary">http://www.cafod.org.uk/pr/mary</a>  Walking for water ppt  Walking together with CAFOD ppt  Sharing our world Goal 8  Lenten Calendar  Picture my World – stories  Fast Day Stories: <a href="http://www.cafod.org.uk">www.cafod.org.uk</a>  Link to LENT Charity Work e.g. Mission Together</p>	<p>Ask parents to share with children their mistakes and achievements.  This week I will try to ... (one side child, other side parent).  Ask parents to help children set a target at home, e.g. wash up, make a cup of tea.  Invite members of the community who have impairments to discuss with children how they have overcome difficulties.  Explore community newspapers for examples of achievements</p>
<p><b>Spring Term Statements to live by 21-24 Links to PARABLES</b></p> <p>The Talents/The Pounds The Mustard Seed The Prodigal Son The Seed Growing Secretly The Sower The Chief Seats</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Matthew 25: 14-30 Luke 19: 11-28 Mark 4: 30-32 Luke 13: 18-19 Matthew 13: 31-32 Luke 15: 11-32 Mark 4: 26-29 Matthew 13: 1-9, 18-23 Mark 4: 1-9, 13-20 Luke 8: 4-8, 11-15 Luke 14: 7-14</p>			<p><b>BOOKS</b></p> <p>There's a Boy in the Girls' Bathroom – Louis Sachar Smart Girls and Smart Girls Forever – Robert Leeson</p>	
<p><b>Additional Resources</b></p>							

SUMMER Year 5							
Come and See Topics	Statements to live by	PSHE opportunities for pupils to: So Children are able to:	Links to Science Curr (2014) STAT (Bold)	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Pentecost Serving Transformation: How can energy transform?</b> Celebration of the Spirit's transforming power</p>	<p><b>Give opportunities for pupils to:</b> Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe . 25. I know when to ask for help and who to ask for help from. 26. I can recognise comfortable and uncomfortable feelings. 27. I know how to help others when they are in trouble. 28. I understand what trust means.</p>	<p><b>Created to live in our society and the wider world</b> The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret To deepen their understanding of good and not so good feelings to extend their vocabulary to explain both the range and intensity of their feelings to others Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media How their body will and emotions may change as they approach and move through puberty Appreciate the roles and responsibilities of other family members</p>	<p>Describe the life process of reproduction in some plants and animals Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals They might observe changes in an animal over a period of time for example hatching chicks and compare how different animals reproduce and grow Pupils should be taught to describe the changes as humans develop to old age. They should learn about the changes experienced in puberty</p>	<p>As they approach puberty learn about bodily changes - Including menstruation learn about options for a healthy lifestyle, including benefits of exercise, healthy eating and what affects positive mental health Learn how to manage feelings as they change As they approach puberty; the changes in emotions that puberty brings and how to manage their feelings</p>	<p><b>SEAL – RELATIONSHIPS</b> <b>Knowing myself</b> I can think about what embarrasses me and learn something about me that I didn't know before. <b>Understanding my feelings</b> I can tell you about a time that I felt embarrassed and what it felt like. <b>Managing my feelings</b> I know some things to do when I feel embarrassed that will not make things worse. Understanding the feelings of others I have helped someone who felt embarrassed. I know how to make people feel good about themselves. <b>Social skills</b> I can tell you about the people who are important to me. I can give and receive a compliment. I can recognise when I am using a put-down. I can recognise stereotyping. I can try to challenge stereotypes. <b>Making choices</b> I can use a problem-solving approach to sorting out an embarrassing situation.</p>	<p>Picture my World – About CAFOD  Picture my World – emergencies  Millennium Development Goals—Making the world a fairer place. CAFOD <a href="http://www.cafod.org.uk/schools">www.cafod.org.uk/schools</a>  Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video</p>	<p>Send a scripture quote to parents / carers so they can talk to their children about it. •Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school. •Invite parents / carers to Key Stage assemblies on safety in the home and at school. •Let parents / carers know about the traffic light safety. Invite the crossing patrol person into class to discuss the importance of road safety</p>
<p><b>Summer Term Statements to live by 25-28 links to PARABLES</b></p> <p>The Unjust Judge/ The Friend at Midnight The Good Samaritan The Servants Watching/The Thief at Night The Splinter and the Plank The Weeds Among the Wheat /Net</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 10: 25-37 Luke 12: 35-40 Matthew 24: 43-44 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Matthew 13: 24-30, 36-43 Matthew 13: 47-50</p>		<p><b>BOOKS</b> Face – Benjamin Zephaniah The Silver Swan Michael Morpurgo A Pig is Moving in – Claudia Fries The Terrible Underpants – Kaz Cooke The Grandad Tree – Trish Cooke Way Home – Libby Hathorn Secret Friends – Elizabeth Laird</p>		
<p><b>Additional Resources</b> <a href="http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship">http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship</a> Pentecost liturgy <a href="http://www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy">www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy</a></p>							



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<p><b>Reconciliation</b> <b>Inter-relating Freedom &amp; Responsibility: How do rules bring freedom?</b> Commandments enable Christians to be free and responsible.</p>	<p><b>Give opportunities for pupils to:</b> Experience a Reconciling</p> <p>29.I try to forgive people when they hurt me. 30.I try to accept forgiveness from others. 31.I know how to show I am sorry. 32.I understand the importance of peace.</p>	<p><b>Created to live in our society and the wider world</b> To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p>		<p>Talk about relationships and know how to seek advice from significant adults</p>		<p>Millennium Development Goals—Making the world a fairer place. CAFOD <a href="http://www.cafod.org.uk/schools">www.cafod.org.uk/schools</a></p>	<p>Invite parents / carers to a service of reconciliation. •Ask parents / carers to make an effort to show that they can say sorry and know how to forgive. •Send home some 'sorry' prayers that parents/carers and children can say together.</p> <p>Hold a school service of Reconciliation. Respond in some way to a local, national or world issue of conflict.</p>
<p><b>Summer Term Statements to live by 29-32 links to PARABLES</b> The Two Debtors New Cloth and New Wine The Splinter and the Plank The Lost Sheep/The Lost Coin</p>	<p><b>SCRIPTURE REFERENCE</b> Luke 7: 40-44 Matthew 9: 14-17 Mark 2: 18-22 Luke 5: 33-39 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10</p>	<p><b>BOOKS</b></p>					
<p><b>Additional Resources</b></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Universal Church World Stewardship: Can I be a steward of creation?</b> The Church is called to be Stewards of creation.	<b>Give opportunities for pupils to:</b> Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.  33.I know what human dignity means and I show that I respect others. 34.I stand up for people who are being treated unfairly. 35.I notice that we are the same and we are different. 36.I try to be accepting of others.	<b>Know that they are created to live in our society and the wider world.</b> To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom To know that there are some cultural practices which are against British law and universal rights  Explore different ways to respond to the gifts of creation- using a variety of media and experiences  <b>Environment</b> Explore the concept that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment			<b>SEAL – CHANGES</b> <b>Knowing myself</b> I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. <b>Understanding my feelings</b> I understand how it might feel when a change takes you away from familiar people and places. I can tell you my 'sore spots'. I can recognise when I might over-react because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. <b>Understanding the feelings of others</b> I can try to understand why people might behave the way they do when they are facing a difficult change. I know that people respond differently to changes and challenges. <b>Managing my feelings</b> I know that sometimes there can be positive outcomes from changes that we didn't welcome initially. <b>Belonging to a community</b> I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.	Picture my World  Sharing our world Live Simply Focus on Fairtrade  Universal Church Topic Resources at <a href="http://www.CAFOD.org.uk">www.CAFOD.org.uk</a>	Ask parents / carers to talk to their children about the different gifts of family members. Ask parents / carers to tell their children something of their family roots. Ask parents / carers to talk about special family occasions.  Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage.  Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives.  Talk about those who help in our community including the PP.
<b>Summer Term Statements to live by 33-36 links to PARABLES</b> <b>The Wicked Tenants</b> <b>The Tower Builder/The King Going to War</b> <b>The Lost Sheep/The Lost Coin</b> <b>The Rich Man and Lazarus</b> <b>The Splinter and the Plank</b>			<b>SCRIPTURE REFERENCE</b>  Mark 12: 1-12 Luke 20: 9-19 Matthew 21: 33-46 Luke 14: 25-30 Luke 14: 31-33 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10 Luke 16: 14-15, 19-31 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42		<b>BOOKS</b>  Coming to England – Floella Benjamin Boy – Roald Dahl Journey to the River Sea – Eva Ibbotson Back Home – Michelle Magorian Street Child – Berlie Doherty		
<b>Additional Resources</b>  Water Assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Water">www.cafod.org.uk/Education/Primary-schools/Water</a> Environment assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a> Climate justice assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a> Primary sustainability assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a> Celebrate European Day of Languages / World Languages Week							

AUTUMN TERM Year 6							
Come and See Topics	Statements to live by	PSHE opportunities for pupils to: So Children are able to:	Links to Science Curr (2014) STAT (Bold)	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Domestic church Family Loving: Do you have to earn love?</b> God who never stops loving</p>	<p><b>Give opportunities for pupils to:</b> Understand their uniqueness as made in the image of God and develop self-awareness, positive self-esteem and confidence.</p> <p>1.We are all special 2.I can say one good thing about myself 3.I can see how I feel 4.I can laugh and have fun</p>	<p><b>Know they are created to love others</b> To recognise and respond appropriately to a wider range of feelings in others That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) To be aware of different types of relationships including those between acquaintances, friends, relatives and family To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so</p>		<p>Explore ways to reflect God's unconditional love in their lives</p>	<p><b>SEAL – NEW BEGINNINGS</b> <b>Belonging</b> I have worked with and talked to everyone in my class. <b>Understanding my feelings</b> I understand how it feels to do or start something new, and why. <b>Managing my feelings</b> I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. <b>Understanding the feelings of others</b> I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. <b>Social skills</b> I work well in a group and can tell you what helps my group to work well together. <b>Understanding rights and responsibilities</b> I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things.</p>	<p>Picture my World – meet the children Picture my World – real life stories Picture my World – A portrait of me A-Z Global Photo pack – Y card Harvest Fast Day Resources</p>	<p>Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...'  Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special Because  Discuss with children the things they would like to improve. Who could they ask for help within their community?</p>
<p><b>Autumn Term Statements to live by 1-4 links to PARABLES</b></p> <p>The Lost Sheep The Lost Coin The Prodigal Son The Talents The Pounds The Good Samaritan The Sheep and the Goats</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Luke 15:1-7 Matthew 18:12-18 Luke 15:8-10 Luke 15:11-32 Matthew 25:14-30 Luke 19:11-28 Luke 10:25-37 Matthew 25:31-46</p>			<p><b>BOOKS</b></p> <p>Refugee Boy – Benjamin Zephaniah I Come From ..... Series Franklin Watts Goodnight Mr Tom – Michelle Magorian Journey to the Rover Sea – Eva Ibbotson Weslandia – Paul Fleischman The Lost Thing – Shaun Tan</p>	
<p><b>Additional Resources</b></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Baptism/ confirmation belonging Vocation &amp; Commitment: What is commitment in life?</b></p> <p>The vocation of priesthood and religious life</p>	<p><b>Give opportunities for pupils to:</b> Know, appreciate and understand the importance of social justice and develop independence interdependence and responsibility.</p> <p>5. I know what to do if I see anyone being hurt. 6. I understand that rights match responsibility. 7. I try to stand up for myself and others without hurting others. 8. I try to be just and fair.</p>	<p><b>Know they are created to love others</b> What being part of a community means and about the various institutions which support locally and nationally <b>Know they are created to live in our society and the wider world.</b> Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</p>		<p><b>Our lives (Difference &amp; Diversity)</b> Investigate the effects of stereotyping on the community. Develop strategies for minimising the effects of stereotyping Realise the nature and consequences of racism, teasing, bullying and aggressive behaviour Recognise that differences and similarities between people arise from a number of factors Reflect on the ways they are able to support people in their community Develop sensitivity and respect of the rights and needs of others regardless of gender, race, belief, physical and mental ability Develop ways to evaluate media experiences and to make critical judgements</p>	<p><b>SEAL – GETTING ON AND FALLING OUT: Friendship</b> I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions. <b>Seeing things from someone else's perspective</b> I know how it can feel to be excluded or treated badly because of being different in some way. I am able to see a situation from another person's perspective. <b>Working together</b> When I am working in a group I can tell people if I agree or don't agree with them and why. When I am working in a group I can listen to people when they don't agree with me and think about what they have said. <b>Managing feelings – anger</b> I know how my behaviour is linked to my thoughts and feelings. I can stop and try to get an accurate picture before I act. I know what my triggers are for anger. I know what happens when I get angry. I know what happens when I am overwhelmed by feelings of anger. I know some ways to calm myself down. <b>Resolving conflict</b> I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves. I can use language ('I messages') that does not make conflict situations worse.</p>	<p>CAFOD Global Activity Book</p> <p>Focus on Fairtrade</p> <p>Picture my World – Fairtrade shopping game</p> <p>Picture my World – Children's Rights assembly</p>	<p>Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it's another adult.</p> <p>Discuss with parents whom they trust and what they would do. I feel safe with _____ I don't feel safe with _____</p> <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice &amp; Peace group or a CAFOD worker</p>
<p><b>Autumn Term Statements to live by 5-8 links to PARABLES</b> The Labourers in the Vineyard The Unforgiving Servant The Honest/dishonest Steward The Cunning Manager The Sheep and the Goats The Leaven/Yeast The Fruitless Fig Tree The Fig Tree and all the Trees The Unclean Spirit</p>			<p><b>SCRIPTURE REFERENCE</b> Matthew 20: 1-16 Matthew 18: 21-35 Luke 12: 41-48 Matthew 24: 45-51 Luke 16: 1-13 Matthew 25: 31-46 Luke 13: 20-21 Matthew 13: 33 Mark 11: 12-14, 20-24 Matthew 21: 18-22 Matthew 24: 32-34 Mark 13: 28-31 Luke 21: 29-32 Matthew 12: 22-30 Mark 3: 22-30 Luke 11: 14-32</p>		<p><b>BOOKS</b> Angry Arthur – Hiawyn Oram &amp; Satoshi Kitamura Where the Wild Things Are – Maurice Sendak Tusk Tusk – David McKee A Pig is Moving in – Claudia Fries The Tunnel – Anthony Browne Ian's Walk – Laurie Lears It is a puzzle – from Please Mrs Butler Poetry Allan Ahlberg</p>		
<p><b>Additional Resources</b> Internet safety <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Advent/ Christmas Loving Expectations: Should we have expectations in life?</b></p> <p>Jesus born to show God to the world.</p>	<p><b>Give opportunities for pupils to:</b> Grow towards human wholeness and develop a healthy lifestyle in body, mind and spirit and understand the connection between knowledge and living.</p> <p>9. I can tell you how I look after myself. 10 I think before I make choices that affect my health. 11. I can work, play, rest and pray each day. 12 Simple things can make us happy</p>	<p><b>Know they are created to love others</b> About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people Know they are created to live in our society and the wider world To judge what kind of physical contact is acceptable or unacceptable and how to respond To realise the nature and consequences of discrimination, teasing bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help To recognise their increasing independence brings increased responsibility to keep themselves and others safe To recognise ways in which relationships can be unhealthy and who to talk to if they need support To recognise and manage dares ( situations where choices can be made to enter into something that is dangerous or difficult) Created to live in our society and the wider world. That bacteria and viruses can affect health and that following simple routines can reduce their spread</p>		<p>Recognise that actions have consequences for themselves and others, recognise others' feelings.</p>	<p><b>SEAL – SAY NO TO BULLYING</b> I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can explain some of the ways in which one person (or group of people) can have power over another. I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours to make other choices. I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.</p>	<p>Sharing our World Goal 6 (4,5,1 ) Live Simply photo-pack Picture my World Interactive Advent Calendar World Gifts stories and Assembly Link to any Advent charity work e.g. CAFOD World Gifts <a href="http://www.cafod.org.uk/worldgifts">www.cafod.org.uk/worldgifts</a></p>	<p>Discuss with parents how they help them to keep healthy. Discuss how family can help each other.</p> <p>Ask the school nurse to speak to children about how to keep healthy. Invite organisations, e.g. NSPCC to talk about how the children can help others.</p> <p>Ask someone from the parish to talk about how they keep their relationship with God 'healthy'.</p>
<p><b>Autumn Term Statements to live by 9-12</b><b>Links to PARABLES</b> The Two foundations / The Two Sons The Chief Seats The Unjust Judge/ The Friend at Midnight The Unprofitable Servant The Cunning Manager The Rich Fool</p>			<p><b>SCRIPTURE REFERENCE</b> Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 21-32 Luke 14: 7-14 Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 17: 7-10 Luke 16: 1-13 Luke 12: 13-21</p>		<p><b>BOOKS</b> We're talking about : Bullying - Anne Charlish Bad Girls – Jacqueline Wilson Secret Friends – Elizabeth Laird The Travelling People – Anthea Womington, Sian Newman, Chris Lilly Cat's Eye – Margaret Atwood Blubber – Judy Blume Ganging –Up – Alan Gibbons Way Home – Libby Hathorn</p>		
<p><b>Additional Resources</b> Internet safety <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>							

## SPRING TERM Year 6

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Local church Community Sources: Are books enriching?</b> The Bible – the special book for the Church.</p>	<p><b>Give opportunities for pupils to:</b> Experience a sense of belonging within a range of communities, including the local Eucharistic Community and play an active role as members of society.</p> <p>13.I try to love others as I love myself. 14.I try to follow our school and classroom rules. 15.I know I belong in a community that includes my school. 16.I know we are happiest when we are united.</p>	<p><b>Know they are created to love others</b> There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment</p>		<p>Recognise the risks in different situations and make judgements about behaviour</p>	<p><b>SEAL – GOING FOR GOALS</b> <b>Knowing myself</b> I can recognise when I am using an excuse instead of finding a way around a problem. <b>Planning to reach a goal</b> I can make a long-term personal or learning plan and break it down into smaller, achievable goals. I know that it is up to me to get things done by taking the first step. <b>Persistence</b> I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful. <b>Making choices</b> I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.</p>	<p>Picture my World – meet the children Picture my World – my family Picture my World – real life stories Picture my World – My Global Family Sharing our world Goal 8 Families assembly Live simply</p>	<p>Ask children to find out what rules they follow at home. Ask parents / carers to look for changes in the natural environment, to and from school.</p> <p>Ask parents/carers to arrange a family meal/ gathering or some form of celebration.</p> <p>Invite the community into school to speak about rules e.g. Community Constable Invite RSPCA , PP Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community. Have a 'Mission Together' celebration.</p>
<p><b>Spring Term Statements to live by 13-16</b> Links to PARABLES The Sheep and the Goats The Good Samaritan Worthless Salt The Great Supper/The Marriage Feast/The Wedding Clothes The Rich Fool The Hidden Treasure/The Princess Pearl</p>			<p><b>SCRIPTURE REFERENCE</b> Matthew 25: 31-46 Luke 10: 25-37 Luke 14: 34 Matthew 5: 13 Mark 9: 50 Luke 14: 15-24 Matthew 22: 1-10 Matthew 22: 11-14 Luke 12: 13-21 Matthew 13: 44 Matthew 13: 45-46</p>			<p><b>BOOKS</b> The Tower to the Sun – Colin Thompson Falling Angels – Colin Thompson Wonder Goal – Michael Foreman How to Write Really Badly - Anne Fine There's a Boy in the Girls' Bathroom – Louis Sachar</p>	
<p><b>Additional Resources</b></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Eucharist relating Unity: Why are we happiest when we are united?</b></p> <p>The Eucharist enables people to live in communion.</p>	<p><b>Give opportunities for pupils to:</b> To know that everything has the capacity to reveal God's presence and in the light of this develop effective and satisfying relationships.</p> <p>17. I listen to what you say. I show that I am listening to you. 18. I co-operate with others in work and play. 19. I try to use words that make the world a better place. (Please, sorry, thank you). 20. I try to appreciate the beauty and the wonder in the world around me</p>	<p><b>Created to live in our society and the wider world</b></p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>To differentiate between the terms risk, danger and hazard</p> <p>What positively and negatively affects their physical, mental and emotional health (including the media)</p>		<p>Explore the marriage liturgy, especially the parents' responsibility towards children as expressed through the vows of Christian marriage</p> <p>Learn about the different types of relationships among friends and families and develop the skills needed to be effective in relationships</p> <p>Most families consist of mother, father &amp; children but not all families are like this.</p>		<p>Caring for the Forest online game</p> <p>Picture my World – Have your say</p> <p>Sharing our world Goal 7</p> <p>The Eight day assembly sketch</p> <p>Climate change scheme of work</p> <p>Global A-Z photopack</p> <p>Go Green poster pack</p>	<p>Ask children to design a card 'words to make the world a better place'. Parent /carer to tick where appropriate. (See Parent's Pack)</p> <p>•Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child- back to back.</p> <p>•Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking.</p> <p>•Ask parents/carers to try and have a family meal together.</p> <p>Invite someone to talk about recycling.</p> <p>Discuss how we can 'care for the planet' in some way.</p>
<p><b>Spring Term Statements to live by 17-20 links to PARABLES</b></p> <p>The Prodigal Son The Pharisee and the Tax Collector The Rich Man and Lazarus The Good Shepherd The Two Foundations/The Two Sons</p>			<p><b>SCRIPTURE REFERENCE</b></p> <p>Luke 15: 11-32 Luke 18: 9-14 Luke 16: 14-15, 19-31 Luke 10: 25-37 Matthew 7: 21-29 Luke 6: 46-49 Matthew 21: 28-32</p>		<p><b>BOOKS</b></p>		
<p><b>Additional Resources</b></p>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<b>Lent/Easter Giving Death &amp; New Life: Can any good come out of loss and death?</b> Celebrating Jesus' death and resurrection.	<b>Give opportunities for pupils to:</b> Know that limitations are also opportunities for growth and make the most of our abilities.  21. I know that it is ok for me to make mistakes. 22. I can learn from my mistakes and failures. 23. I try to keep going when things are difficult and not give up hope. 24. I know what humility means.	<b>Created to live in our society and the wider world</b> How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle. About change including transitions (between key stages and schools) loss, separation, divorce and bereavement <b>Our Lives (Drugs education – Drug &amp; alcohol education)</b> Develop appropriate techniques to resist pressure from friends and others with regard to tobacco, alcohol and drugs Learn which commonly available substances and drugs are legal and illegal, their effects and risks Investigate ways to achieve a healthy body through diet, exercise, hygiene and rest	Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessel and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might research about the relationship between diet, exercise, drugs, lifestyle and health.	Investigate ways to achieve a healthy body and lifestyle Develop skill needed to form, and to end relationships Continue developing ways to talk about relationships and to seek advice from significant adults Learn about different kinds of relationships among friends and families and develop the skills to be effective in relationships	<b>SEAL - GOOD TO BE ME</b> <b>Knowing myself</b> I accept myself for who and what I am. <b>Understanding my feelings</b> I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy. I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time. <b>Managing my feelings</b> I can recognise when I am feeling worried. I know how to do something about my worry. I can stand up for what I think after listening to others and making my own choice. I understand that the majority view is not always right. I can behave in an assertive way using appropriate body language and tone of voice.	Fast Day Stories <a href="http://www.cafod.org.uk/pr/mary">http://www.cafod.org.uk/pr/mary</a>  Walking for water ppt  Walking together with CAFOD ppt  Sharing our world Goal 8  Lenten Calendar  Picture my World – stories  Fast Day Stories: <a href="http://www.cafod.org.uk">www.cafod.org.uk</a>  Link to LENT Charity Work e.g. Mission Together	Ask parents to share with children their mistakes and achievements. This week I will try to ... (one side child, other side parent).  Ask parents to help children set a target at home, e.g. wash up, make a cup of tea.  Invite members of the community who have impairments to discuss with children how they have overcome difficulties.  Explore community newspapers for examples of achievements.
<b>Spring Term Statements to live by 21-24 links to PARABLES</b> The Talents/The Pounds The Mustard Seed The Prodigal Son The Seed Growing Secretly The Sower The Chief Seats			<b>SCRIPTURE REFERENCE</b> Matthew 25: 14-30 Luke 19: 11-28 Mark 4: 30-32 Luke 13: 18-19 Matthew 13: 31-32 Luke 15: 11-32 Mark 4: 26-29 Matthew 13: 1-9, 18-23 Mark 4: 1-9, 13-20 Luke 8: 4-8, 11-15 Luke 14: 7-14		<b>BOOKS</b> There's a Boy in the Girls' Bathroom – Louis Sachar Smart Girls and Smart Girls Forever – Robert Leeson		
<b>Additional Resources</b>							



**SUMMER TERM Year 6**

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Pentecost Serving Witnesses:</b> <b>What do I want to witness to in my life?</b> The Holy Spirit enables people to become witnesses</p>	<p><b>Give opportunities for pupils to:</b> Grow towards human wholeness in body, mind and spirit and learn to keep themselves and others safe.</p> <p>25. I know when to ask for help and who to ask for help from. 26 I can recognize comfortable and uncomfortable feelings. 27 I know how to help others when they are in trouble. 28. I understand what trust means.</p>	<p><b>Created to live in our society and the wider world</b> The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to my break a confidence or break a secret To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media Understanding that actions such as female genital mutilation (FGM) constitutes abuse, are a crime and how to get support if they have fears for themselves or their peers How their body will and emotions may change as they approach and move through puberty</p>		<p><b>Our Lives (RSE and relationship education)</b> Be aware that balanced diet, exercise, hygiene and rest are necessary for maintaining a healthy body and a healthy mind Learn that bacteria and viruses can affect health and transmission may be reduced when simple safe routines are used Consider ways in which they can contribute to family life Hear about the commitment of Christian parents in bringing up their children Explore the responsibilities that parents have in bringing up children</p> <p><b>Journey in Love</b> Covers the basic biology of human reproduction within the context of marriage (including sexual intercourse) <b>NO LONGER STAT</b> but can be taught in consultation with parents /carers</p>	<p><b>SEAL – RELATIONSHIPS</b> <b>Understanding my feelings</b> I understand that there is not just one way to grieve. <b>Managing my feelings</b> I can use some strategies to manage feelings associated with loss. I can tell when I am hiding a feeling and then choose to share it with someone. <b>Understanding the feelings of others</b> I know some of the feelings people have when someone close dies or leaves. I understand that different people show their feelings in different ways. <b>Social skills</b> I can tell you about the people who are important to me. I can help support someone who is unhappy because they have lost someone or something. I can break friends with someone without hurting their feelings. I can think about when to forgive someone. I can forgive someone. <b>Making choices</b> I understand when breaking friends might be the best thing to do.</p>	<p>Picture my World – About CAFOD</p> <p>Picture my World – emergencies</p> <p>Millennium Development Goals—Making the world a fairer place. CAFOD <a href="http://www.cafod.org.uk/schools">www.cafod.org.uk/schools</a></p> <p>Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video</p>	<p>Send a scripture quote to parents / carers so they can talk to their children about it.</p> <p>•Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school.</p> <p>•Invite parents / carers to Key Stage assemblies on safety in the home and at school.</p> <p>•Let parents / carers know about the traffic light safety. Invite the crossing patrol person into class to discuss the importance of road safety</p>
<p><b>Summer Term Statements to live by 25-28</b>Links to PARABLES The Unjust Judge/ The Friend at Midnight The Good Samaritan The Servants Watching/The Thief at Night The Splinter and the Plank The Weeds Among the Wheat /Net</p>		<p><b>SCRIPTURE REFERENCE</b> Luke 18: 1-8 Matthew 7: 7-11 Luke 11: 5-13 Luke 10: 25-37 Luke 12: 35-40 Matthew 24: 43-44 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Matthew 13: 24-30, 36-43 Matthew 13: 47-50</p>			<p><b>BOOKS</b> Love that Dog – Sharon Creech The Long Walk – George Layton Grandpa – John Burningham Secret Friends – Elizabeth Laird Vicky Angel – Jacqueline Wilson</p>		
<p><b>Additional Resources</b></p> <p><a href="http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship">http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship</a> Pentecost liturgy <a href="http://www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy">www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy</a></p>							

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<b>Reconciliation Inter-relating Healing: Who needs healing?</b> The sacrament of the sick	<b>Give opportunities for pupils to:</b> Experience a reconciling community.  29.I try to forgive people when they hurt me.  30.I try to accept forgiveness from others.  31.I know how to show I am sorry.  32.I understand the importance of peace.	<b>Created to live in our society and the wider world</b> To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them		Talk about relationships and know how to seek advice from significant adults		Millennium Development Goals—Making the world a fairer place.  CAFOD <a href="http://www.cafod.org.uk/schools">www.cafod.org.uk/schools</a>	Invite parents / carers to a service of reconciliation.  •Ask parents / carers to make an effort to show that they can say sorry and know how to forgive.  •Send home some 'sorry' prayers that parents/carers and children can say together.  Hold a school service of Reconciliation.  Respond in some way to a local, national or world issue of conflict.
<b>Summer Term Statements to live by 29-32 links to PARABLES</b> The Two Debtors New Cloth and New Wine The Splinter and the Plank The Lost Sheep/The Lost Coin	<b>SCRIPTURE REFERENCE</b>  Luke 7: 40-44 Matthew 9: 14-17 Mark 2: 18-22 Luke 5: 33-39 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10			<b>BOOKS</b>			
<b>Additional Resources</b>							

Come and See Topics	Statements to live by	<b>PSHE opportunities for pupils to:</b> So Children are able to:	<b>Links to Science Curr (2014) STAT (Bold)</b>	Links to RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community. You could.
<p><b>Universal Church World Common Good: How can we work together to build a just and fair world?</b> The good work of the worldwide Christian family.</p>	<p><b>Give opportunities for pupils to:</b> Acknowledge the unique giftedness of each individual as made in the image and likeness of God and learn to respect the differences between people.</p> <p>33.I know what human dignity means and I show that I respect others. 34.I stand up for people who are being treated unfairly. 35.I notice that we are the same and we are different. 36.I try to be accepting of others.</p>	<p><b>Know that they are created to live in our society and the wider world.</b> To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom To know that there are some cultural practices which are against British law and universal rights</p> <p><b>Environment</b> Deepen awareness of current environment issues in the context of God's creation including allocation of resources</p> <p><b>Money Management</b> Explore ways to look after money and the benefits of saving for future needs</p>		<p>Develop ways to deal with the consequences of wrong choices</p> <p>Learn about different kinds of relationships among friends and families and to develop the skills needed to be effective in relationships at home, in the community and world-wide.</p> <p><b>Most families consist of mother, father &amp; children but not all families are like this.</b></p>	<p><b>SEAL – CHANGES</b> <b>Knowing myself</b> I can tell you some of the good things about me that my classmates like and value. <b>Understanding my feelings</b> I know that it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones have a purpose and give us information. I understand why I behave the way I do sometimes when I feel uncomfortable. <b>Understanding the feelings of others</b> I know that many children have mixed feelings about going to secondary school. I try to understand other people's behaviour by thinking about what they might be feeling or thinking. I can tell you about how people might feel and behave when they go to a new school. <b>Managing my feelings</b> I know that when I move to secondary school many things in my life will stay the same. I have some strategies for managing the feelings that I might experience when I change schools.</p>	<p>Picture my World</p> <p>Peru pack</p> <p>Sharing our world</p> <p>Live Simply</p> <p>Focus on Fairtrade</p> <p>Universal Church Topic Resources at <a href="http://www.CAFOD.org.uk">www.CAFOD.org.uk</a></p>	<p>Ask parents / carers to talk to their children about the different gifts of family members. Ask parents / carers to tell their children something of their family roots. Ask parents / carers to talk about special family occasions.</p> <p>Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage.</p> <p>Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives. Talk about those who help in our community including the Parish Priest</p>
<p><b>Summer Term Statements to live by 33-36 links to PARABLES</b> The Wicked Tenants The Tower Builder/The King Going to War The Lost Sheep/The Lost Coin The Rich Man and Lazarus The Splinter and the Plank</p>			<p><b>SCRIPTURE REFERENCE</b> Mark 12: 1-12 Luke 20: 9-19 Matthew 21: 33-46 Luke 14: 25-30 Luke 14: 31-33 Luke 15: 1-7 Matthew 18: 12-13 Luke 15: 8-10 Luke 16: 14-15, 19-31 Matthew 7: 1-6 Mark 4: 24-25 Luke 6: 37-42</p>		<p><b>BOOKS</b> Coming to England – Floella Benjamin Boy – Roald Dahl Journey to the River Sea – Eva Ibbotson Back Home – Michelle Magorian Street Child – Berlie Doherty</p>		
<p><b>Additional Resources</b></p> <p>Water Assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/WaterEnvironment">www.cafod.org.uk/Education/Primary-schools/WaterEnvironment</a> assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a> Climate justice assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a> Primary sustainability assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a> Celebrate European Day of Languages / World Languages Week Invite local Bank representatives to come into school - Lloyds have a good schools' programme so do Barclays</p>							

PSHE guidance from PSHE programme of study

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-association-programme-study-pshe-education>

SEAL - Social and Emotional Aspects of Learning

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DFES0110200MIG2122.pdf>

Science Programme of Study : Key Stages 1 & 2 – National Curriculum England

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf)

Sex and Relationships Education in Schools (England) BRIEFING PAPER 19 April 2016

<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>

Life lessons: PSHE and SRE in schools

<http://www.publications.parliament.uk/pa/cm201415/cmselect/cmeduc/145/145.pdf>

A Journey in Love – Sr. Jude Groden - McCrimmon Publishing Co Ltd. – Free from doctrinal or moral error.

<http://www.mccrimmons.com/shop/books/a-journey-in-love--volume-1--book/>

Come & See – Sr. Vicky Hummel - Mathew James Publishing Ltd - <http://www.comeandseere.co.uk/>

CAFOD – Catholic Agency for Overseas Development - <http://cafod.org.uk/Education/Primary-schools>

Anti-bullying Alliance - <http://www.anti-bullyingalliance.org.uk/>

Nurturing Human Wholeness Through the Distinctive Catholic Tradition – Statements to live by - Frank McDermott: [anam.cara@btconnect.com](mailto:anam.cara@btconnect.com) and

Theresa Laverick: [theresalaverick@hotmail.co.uk](mailto:theresalaverick@hotmail.co.uk)

Glossary of Abbreviations:

PSHE - Personal, social, health and economic

EPR – Education for Personal Relationships

SRE – Sex & Relationship Education

RSE – Relationship & Sex Education (recommendation yet to be confirmed)

SEAL – Social and Emotional Aspects of Learning