

Life to the Full

Progression of Knowledge and Skills

Lower Key Stage Two Year 3 / Year 4

Module 1

Unit/Topic	Learning Objectives	Progress Markers	Notes
Religious Understanding	Children will learn that: • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God • In Baptism God makes us His adopted children and 'receivers' of His love • By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue) • It is important to make a nightly examination of conscience • Receiving the Sacraments helps them to develop healthy relationships with others	• All children will understand that they are created by God who loves them; and will have a basic understanding of the Sacraments of Baptism and Reconciliation, and how they make the invisible visible. • Most children will understand that God designed them with a purpose: to be loved, to love and to make a difference; and will understand the importance of saying sorry and seeking forgiveness in relationships with others and God. • Some children will demonstrate a more nuanced understanding of the Gospel and a clear sense of their personal journey of faith; and of their God-given purpose and how the sacraments can help them to develop healthy relationships with others.	
Me, My Body, My Health	Children will learn that: • Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community • Self-confidence arises from being loved by God (not status, etc)	• All children will understand that our similarities and differences should be celebrated; understand some basic ways of taking care of their bodies. • Most children will understand that we should find our self-confidence in God, who loves us and calls us His children; and will understand that our bodies	

Progression of Knowledge and Skills

Lower Key Stage Two

	They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do	are a gift from God and how to respect them in various ways through what we wear, eat and do. Some children will demonstrate a more nuanced understanding of why being different can feel difficult, and show resilience when considering how reasons for confidence might be changeable; will demonstrate a more nuanced understanding of how we should respect our bodies as temples of the Holy Spirit and show prior knowledge of ways in which we can look after ourselves.	
	If using Key Decision #2 (Yr 4+) content, children will learn: - What the term 'puberty' means - When they can expect puberty to take place - That puberty is part of God's plan for our bodies - Correct naming of genitalia - What changes will happen to boys during puberty - What changes will happen to girls during puberty	All children will understand what the term puberty means; and will understand what to expect during puberty. Most children will understand that puberty is part of God's plan for our bodies and when they can expect it to take place; will know what they can expect to happen; and will be able to correctly name genitalia. Some children will confidently identify key moments of change and growth in their lives so far, and demonstrate maturity and/or prior knowledge about puberty; will demonstrate particular maturity in dealing with these topics, and confidently show a deeper understanding about their own upcoming journey of puberty and God's role in it.	
Emotional Well-being	Children will learn: - That emotions change as they grow up (including hormonal effects) - To understand the range and intensity of their feelings more deeply; that 'feelings' alone are not good guides for action - That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act - What emotional well-being means and that positive actions help emotional well-being - That talking to trusted people helps emotional well-being (e.g. parents/carer/teacher/parish priest) - That images in the media do not always reflect reality and can affect how people feel about themselves	All children will learn that we each experience a range of feelings, but these are not always good guides for action; will understand what is meant by 'the media'; and will learn that some behaviour is wrong, unacceptable, unhealthy and/or risky. Most children will understand the concept of 'emotional well-being' and how we can take positive actions to enhance this; will understand that images in the media do not always reflect reality and can affect how people feel about themselves; and will understand that feelings are	

Progression of Knowledge and Skills

Lower Key Stage Two

	- That God made us and loves us as we are. - That some behaviour is wrong, unacceptable, unhealthy and risky - That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media	not always good guides for action, and that resilience helps us to consider our feelings within a wider context in order to make good choices and choose thankfulness. Some children will demonstrate a clearer understanding that feelings are neither good nor bad, but information about what we are experiencing that helps us consider how to act; will demonstrate a deeper emotional awareness of the impact the media/social media can have on thoughts, feelings and choices, and how knowing we are made and loved by God can help us withstand this pressure; and will demonstrate deeper emotional understanding when discussing the feelings of themselves and others.	
Life Cycles	If using Key Decision #3 content, children will learn: - That they were handmade by God with the help of their parents - How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception How conception and life in the womb fits into the cycle of life	All children will learn that they were made by God with the help of their parents. Most children will understand how a baby grows and develops in its mother's womb and be able to name some of the stages of this; demonstrate an understanding of what the Christian faith says about death and eternal life. Some children will demonstrate a greater appreciation for the miracle that is conception and how this contributes to their own uniqueness.	
	Children will learn: - What 'death' means - About some feelings often connected with grief - What the Christian faith says about death and eternal life Some ways to support themselves and others when they are grieving	All children will understand what death is. Most children will demonstrate an understanding of what the Christian faith says about death and eternal life. Some children will demonstrate resilience and empathy when discussing grief, and show an emerging personal belief about life beyond death.	

Module 2			
Religious Understanding	Children will learn: - That God loves, embraces, guides, forgives and reconciles us with him and one another - The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness - That relationships take time and effort to sustain - That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness	All children will understand that God loves us and wants what is best for us. Most children will understand that when we do wrong things, we hurt God and others, but when we say sorry, God forgives us. Some children will show greater emotional maturity when discussing characters in the parable, and demonstrate a deeper understanding of the importance of forgiveness and reconciliation, both in our relationships with others and with God.	
Personal Relationships	Children will learn: - Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong - That there are different types of relationships including those between acquaintances, friends, family and relatives - That good friendship is when both persons enjoy each other's company and also want what is truly best for the other - The difference between a group of friends and a 'clique' - To increase their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying - About harassment and exploitation in relationships, including physical and emotional abuse and how to respond - Understand that everyone's needs matter in a healthy relationship. - Know how to set and respect boundaries with friends, family, peers, and adults. - Practise sharing feelings and needs in a calm, kind, and confident way. - Recognise when a relationship feels uncomfortable or unhappy, and know how to ask for help.	All children will learn there are different types of relationships, including family, friends and others; develop a greater awareness of bullying (physical and emotional), and understand that all bullying is wrong; recognise signs of a healthy relationship, begin to recognise their own needs and the needs of others, and know how to get help from a trusted adult. Most children will be able to describe some qualities of friendship and strategies to use when relationships go wrong; understand the meaning of 'pressure' and 'resilience', and the importance of seeking support from trusted adults; know that in healthy relationships, theirs and others' needs will be balanced; know how to set boundaries kindly, respect the boundaries of others and know when to get advice or help from trusted adults. Some children will demonstrate a more nuanced understanding of relationships and the complexity of feelings involved when relationships are difficult; demonstrate emotional	

		maturity and empathy in discussion/roleplay activities and confidently give examples of how to resist pressure by practising resilience; confidently set and respect boundaries, identify and balance their needs and the needs of others and know when compromising is the best strategy.	
Life Online	Children will learn: • That their increasing independence brings increased responsibility to keep themselves and others safe • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • That bad language and bad behaviour are inappropriate	• All children will learn how to use technology safely, what is good and not good to share online, that bad language and bad behaviour online is inappropriate, and understand how they can stay safe and get help from a trusted adult. • Most children will learn how quickly things can be shared online, how to spot the danger signs of inappropriate online behaviour and steps they can take to keep themselves and others safe. • Some children will be able to articulate their responsibility to keep themselves safe online and ways to do so. They will understand the impact of cyberbullying, understand ways people can cause harm online and know how to report inappropriate messages and content.	

Progression of Knowledge and Skills

Lower Key Stage Two



Keeping Safe	Children will learn: ● To judge well what kind of physical contact is acceptable or unacceptable and how to respond ● About different kinds of abuse, including 'abuse of private parts' ● That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest ● Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body ● That our bodies are created by God, so we should take care of them and be careful about what we consume ● That in an emergency, it is important to remain calm ● That quick reactions in an emergency can save a life ● How to help in an emergency using their First Aid knowledge	● All children will know that if they feel unsafe, they can and should seek out a trusted adult for help and support; learn about the effects that a range of substances including drugs, alcohol and tobacco can have on the body; and that in emergency situations they should remain calm and call 999. ● Most children will be able to describe what is appropriate and inappropriate physical contact and name the different types of abuse; demonstrate some prior knowledge around this topic and be able to identify and record facts throughout the session; and with prompting, demonstrate understanding of how First Aid knowledge can be applied in real-life situations. ● Some children will demonstrate a greater depth of understanding and compassion when discussing abuse scenarios; demonstrate a personal understanding and belief that because our bodies are created by God, we should take care of them and be careful about what we consume; will demonstrate confident independent thinking and greater awareness of the emotional impact of emergency situations;	
---------------------	--	--	--

Module 3			
Religious Understanding	Children will learn that: - God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’ - The human family reflects the Holy Trinity in charity and generosity - We are made in the image of God, which means we are made to love God and others, and be loved by God and others - The Church family comprises home, school and parish (which is part of the diocese)	All children will learn that the Holy Trinity is a community of love, and that the human family goes some way to helping us understand this; and will understand that the Church is not a building, but all the people around the world who believe in Jesus. Most children will understand that being made in the image of God means we are made to love God and others, and be loved by God and others; and will understand that we the Church are called to love others as God loves us, and will be able to come up with some practical examples of how they can do this. Some children will seek to understand the mystery of the Holy Trinity at a deeper level, and will demonstrate personal faith and self-awareness when considering what being made in the image of God means for how they should live; and will demonstrate a deeper personal conviction of and excitement for their own role within the Church.	
Living in the Wider World	Children will learn: - That God wants His Church to love and care for others - Practical ways of loving and caring for others	All children will be able to recognise actions which make them feel loved or cared for. Most children will be able to devise practical ways of loving and caring for others. Some children will demonstrate a more nuanced understanding of how the way we feel loved and cared for can help us know how to love and care for others, and the role of God’s plan for the Church as part of this.	