

St Margaret Clitherow Catholic School
Progression of Skills in RHSE

Module 1: Created and Loved by God

Topic	EYFS	KS1	LKS2	UKS2
Unit 1: Religious Understanding	All children will be able to describe aspects of the creation story (with prompts). Most children will be able to recall the story of creation, and what it teaches us about how we are created by God. Some children will insightfully contribute to class discussion times and demonstrate a personal understanding of how we were created by God out of love and for love.	All children will know that they are created and loved by God. Most children will know that this means they are uniquely created individuals who Jesus wants to be friends with. Some children will demonstrate an understanding of personal faith and articulate how this makes them feel.	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.	All children will learn that we were created individually by God who cares for us. Most children will understand that God wants us to put our faith in Him, which means putting our confidence and hope in Him even though we can't see Him. Some children will demonstrate a more nuanced understanding of how having faith in Jesus can help them through the changes and 'storms' of life.
Unit 2: Me, My Body, My Health	All children will have a basic understanding of what similarities and differences are; will explore a range of physical movements they can make with their bodies; and will understand the concept of being 'ready' for different things.	All children will know that we are unique; that their bodies, created by God, are good; and that they need to take good care of their bodies. Most children will understand that part of being unique means we each have individual gifts, talents and	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	All children will understand that we are all unique, with different family set-ups, gifts and talents; will know that the body changes which occur during puberty are necessary for a girl to become an adult woman; will know that the body changes which occur

	Most children will understand that our gifts, talents and skills contribute to our uniqueness; will develop vocabulary to describe a range of different movements; and will understand and be able to articulate different ways they can look after their bodies, including diet, exercise, sleep and keeping clean. Some children will demonstrate a deeper level of understanding about how the most important thing that makes us special is that we are God's children who He loves; will, with less prompting, be able to recall movement words, describe other things their bodies can do, and name parts of the body; and will demonstrate a deeper level of understanding about why we must look after our bodies – because they are wonderful gifts from God!	skills; will be able to name taught body parts and describe how they can be used; and will be able to articulate various ways of keeping healthy and maintaining personal hygiene. Some children will be able to articulate what makes themselves and others unique in terms of their individual gifts, talents and skills as well as their physicality; will demonstrate foreknowledge of body parts and confidently offer opinions around gender stereotypes; and will be able to confidently reflect on aspects of their own lifestyle that are healthy/could be healthier.	God, who loves us and calls us His children; and will understand that our bodies 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.	during puberty are necessary for a boy to become an adult man; and will know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health. Most children will demonstrate some emotional intelligence when considering the 'Paradise Street' film, and begin to infer and articulate the feelings of the characters involved; will understand and be able to recall some of the changes which girls experience during puberty; will understand and be able to recall some of the changes which boys experience during puberty; and will be able to discern whether certain choices will have a good or bad impact on our health. Some children will demonstrate a personal understanding of how our value and self confidence can arise from knowing that we are loved by God and called His children; will demonstrate prior knowledge about changes girls experience during puberty, and readily articulate respectful boundaries, e.g. privates are private; demonstrate prior knowledge about changes boys experience during puberty, and readily articulate
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				respectful boundaries, e.g. privates are private; and will demonstrate empathy in relation to the characters in the film, and be able to articulate how choices regarding health also impact on our feeling and well-being.
Unit 3: Emotional Well Being	All children will understand that we have different likes and dislikes; will understand that everyone experiences feelings; and will have a basic understanding of how feelings can affect actions, and that actions have consequences. Most children will be able to confidently articulate their own likes and dislikes, and begin to show interest in the likes/dislikes of others; will be able to name some different feelings, and describe/demonstrate how these feelings might look on different people; and will understand that we have choice over our actions, regardless of how we are feeling. Some children will show compassion and offer reassurance to Mollie the Cat during the story, demonstrating implicit understanding that what we like/dislike or are good/bad at does not define our worth; will demonstrate greater compassion when considering the feelings of	All children will have a basic understanding of their own feelings, likes and dislikes; will understand that feelings and actions are two different things; and will understand that choices have consequences. Most children will show respect for the likes/dislikes of others, and understand that people might experience feelings differently; will understand what it means to have choice over their actions, in spite of their feelings; and will be able to describe some simple strategies for managing feelings and maintaining good behaviour, including a basic understanding of the concept of forgiveness. Some children will demonstrate high emotional awareness through confident discussion of feelings, likes, dislikes and the needs of themselves and others; will demonstrate a nuanced understanding of the range of intensity with which feelings can be experienced and	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 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	All children will understand that images in the media do not always reflect reality; will understand that some behaviour is wrong, unacceptable, unhealthy or risky; and will understand that emotions change as they grow up. Most children will understand that the pressures we face, e.g. from the media, can affect how people feel about themselves; will understand how thoughts, feelings and actions relate to one another and that feelings are not good guides for action; and will be able to describe a variety of techniques to help them manage their thoughts, feelings and actions. Some children will understand the link between practising thankfulness and building resilience against pressure, and demonstrate prior experience of employing this practice themselves; will demonstrate deeper understanding of the range and intensity of their own

	others, and deeper understanding about feelings as information about which they can be curious; and will show a deeper personal understanding of the importance of forgiveness in relationship	share personal examples of times when they have chosen to act differently to how they felt; will demonstrate empathy when discussing the feelings/actions of others and have a deeper level of understanding about how we can forgive others because God forgives us.	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.	feelings and the feelings of others, and be curious as to the causes of these; and will clearly understand the importance of openness with trusted adults when feeling worried and that beauty and art can contribute to our sense of emotional well-being.
Unit 4: Life Cycles	All children will be able to describe how they have grown and changed so far Most children will be able to describe the different natural life stages of a human. Some children will understand and appreciate that growing up is part of God's plan for our lives, and that we are loved by Him at every life stage.	All children will understand that there are different stages of life and what these are; understand what death is Most children will understand that these life stages from birth to death are part of God's plan for us, and be able to describe what different life stages are like; demonstrate an understanding of what the Christian faith says about death and eternal life. Some children will be able to confidently reflect back on their own journey of growth and look forward to future changes; demonstrate resilience and empathy when discussing death and grief.	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	All children will know that a baby grows and develops in its mother's womb; and will understand that girls start having periods during puberty. Most children will be able to describe how a baby grows and develops in the womb, and demonstrate some wonder and curiosity about this; and will understand some facts about periods and the menstrual cycle, including period hygiene. Some children will, with gratitude and a sense of the profound, understand that pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us; and will demonstrate understanding of the role of menstruation in the fertility cycle, and that fertility is involved in the start of life. All children will know basic facts about sexual intercourse

				between a man and a woman. Most children will understand something of the physical, emotional, moral and spiritual implications of sexual intercourse. Some children will understand the Christian viewpoint that sexual intercourse should be saved for marriage. All children will understand what death is and some of the feelings that are often associated with grief Most children will demonstrate an understanding of what the Christian faith says about death and eternal life, and understand how this can help when grieving Some children will demonstrate greater resilience and empathy when discussing both.
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Module 2: Created to Love Others

Topic	EYFS	KS1	LKS2	UKS2
Unit 1: Religious Understanding	All children will know that God loves us. Most children will be able to describe ways in which we can love others. Some children will show a personal understanding of what it means to belong to God's family and be inspired by Jesus to love others	All children will understand that we are always welcome as part of God's family. Most children will understand that saying sorry is important and can mend friendships - both with those around us and with God. Some children will confidently offer ideas about how they can love other people in the same way God loves us.	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.	All children will learn that God calls us to love others. Most children will appreciate that we all have something we can offer in terms of loving others. Some children will demonstrate a deeper understanding and passion for participating in God's call for us to love others.
Unit 2: Personal Relationships	All children will be able to identify their 'special people'; will be able to describe some qualities of a good friend; and will have a basic understanding of kind/unkind behaviour. Most children will be able to identify different people as family, friends or other people they know; will also be able to identify inappropriate behaviours and qualities in friendships; and will understand that to maintain friendships, they must say sorry when they make mistakes and forgive those who hurt them.	All children will be All children will understand the concept of 'special people' and identify their own; will gain a basic understanding of what is appropriate and inappropriate behaviour; and will understand the importance of saying sorry and seeking forgiveness to mend friendships. Most children will understand that their 'special people' are special to them in different ways, and be able to identify who they would go to if something was troubling them; will be able to describe and strive to practise the	All children will learn that there are different types of relationships, including family, friends and others; and will develop a greater awareness of bullying (physical and emotional), and understand that all bullying is wrong. Most children will be able to describe some qualities of friendship and strategies to use when relationships go wrong; and will understand the meaning of 'pressure' and 'resilience', and the importance of seeking support from trusted adults. Some children will demonstrate a more nuanced	All children will learn that pressure comes in different forms, and what some of those different forms are; will gain a basic understanding of consent and bodily autonomy; and will understand that how we think can affect our feelings and in turn our actions, and that we call this 'self-talk'; learn that bullying is always wrong. Most children will be able to describe some strategies they can adopt to resist pressure; will be able to discern situations in which it would be appropriate and right to say 'no'; and will understand how

	Some children will be able to articulate why they are grateful for their family/friends, and demonstrate a deeper understanding of the importance of family; will demonstrate a more nuanced, personal understanding of how their behaviour affects other people, including their friends; and will understand that when they are unkind to others, they also hurt God and should say sorry and ask for forgiveness.	qualities of being a good friend; will understand that when we are unkind to others, we hurt God too and so should say sorry to Him; and be able to identify times when they have been unkind. Some children will demonstrate deep emotional understanding of their own and Super Susie's 'special people', and confidently articulate what makes each of them so special; will show a more nuanced understanding of good/bad relationships (friendships) and how this relates to teasing and bullying; and will demonstrate further self-awareness about their own treatment of others and how they should forgive like Jesus forgives us.	understanding of relationships, including the complexity of feelings involved when relationships are difficult; and will demonstrate emotional maturity and empathy in discussion/roleplay activities and confidently give examples of how to resist pressure by practising resilience.	positive self-talk can impact our feelings, actions and relationships for the better; understand what prejudice and discrimination are, and how they relate to the protected characteristics. Some children will demonstrate a more nuanced and applied understanding of different pressure scenarios, including the feelings of the pressured child in the context of thoughts, feelings and actions; will demonstrate a deeper understanding and will uphold consent as related to respecting the dignity of our precious God-given bodies; and will demonstrate a deeper understanding of both positive and negative self-talk, and how it helps us to balance our expectations so that we feel confident to try new things at the same time as assessing the consequences realistically; have a deeper empathy for victims of bullying and discrimination, and eagerly approach the challenge to build others up through their words and actions.
Unit 3: Life Online	All children will have a basic understanding of what the internet is; understand that they should ask an adult about anything they encounter online that they are not sure about, or which	All children will have All children will understand what the internet is and be able to describe ways in which they like to use it; understand that they should ask an adult about anything they	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	All children will have a broad understanding of different ways we use the internet, know what cyberbullying means, know safety rules about chatting online and ways they can stay safe

	makes them feel worried or unsafe. Most children will understand that there are positive and negative aspects to using the internet; understand that the internet can be used safely if we know some rules to keep us safe. Some children will demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe; demonstrate a deeper understanding that our best source of help is Jesus; demonstrate prior knowledge about how to stay safe online, and begin to understand why God wants us to keep ourselves safe too.	encounter online that they are not sure about, or which makes them feel worried or unsafe. Most children will understand and be able to describe feelings which might arise on and offline; understand that the internet can be used safely if we know some rules to keep us safe. Some children will understand that our online activity is also 'real life', and have a growing understanding of how this means we should behave online; demonstrate prior knowledge about how to stay safe online, and have a sense of the peace that God gives to us.	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.	online and know how to seek help from a trusted adult. Most children will be able to make safe and sensible decisions about sharing online and understand that it is important to use the internet responsibly, understand that online messages can be misinterpreted, recognise the difference between banter and bullying and the steps to take if they or someone they know experience cyberbullying. Some children will be able to articulate how their growing independence can lead to situations where they will need to make their own responsible decisions about online safety, be able to articulate the long term effects of cyberbullying, their personal responsibility to behave considerately towards others and how to model good online behaviour.
Unit 4: Keeping Safe	All children will recognise some safe and unsafe situations, inside and out; know that privates are private, and that they should talk to their special people about anything that worries them; will understand that medicines are drugs, and should only be taken when a parent or doctor gives them to us; and will have a basic	All children will understand that there are good secrets and bad secrets; understand that privates are private; that medicines are drugs, but not all drugs are good for us; understand what is and isn't an emergency; and will have a sense about what is and isn't a medical emergency, and how to call 999 for help. Most children will be able to	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.	All children will know that if they feel unsafe, they can and should seek out a trusted adult for help and support; will learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body; will understand that as they get older they may come under pressure when it comes to drugs, alcohol and tobacco;

	understanding of the different jobs people do which help us. Most children will be able to articulate ways in which we can keep ourselves safe, inside and out; have a basic understanding about the things that contribute to us feeling safe, such as particular people and rules/boundaries; will understand about the different forms that medicines come in, and that if we take medicines when we don't need them, or if we take too much, then we can harm our bodies; and will have an understanding of the different types of emergency services, how to call them, and that they should only be called in a true emergency. Some children will demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe; demonstrate a deeper understanding about what behaviours are acceptable/unacceptable and will demonstrate cognisance about what makes them feel better when they are worried; will demonstrate a deeper understanding that because God created and gifted us our bodies, we should try to look after them; and will demonstrate a greater understanding about the	describe and give examples of good/bad secrets, and understand that they should be open and honest with 'special people' if anything troubles them; demonstrate an emerging understanding about different kinds of touch, and when these are appropriate or inappropriate; will understand that alcohol and tobacco are harmful substances that are illegal for children to access; will understand that in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade; and will understand that First Aid can be used in many situations where an ambulance is not required, Progression of Knowledge and Skills Key Stage One and demonstrate understanding of basic First Aid. Some children will demonstrate deeper empathy and understanding of the feelings involved with good/bad secrets, and how to resist pressure when feeling unsafe; demonstrate a more nuanced understanding or personal belief that their body is a gift from God which deserves respect; will show a nuanced understanding that, because our bodies are created by God, we should take care of them and be	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.	and will understand that, amongst other things, the job of a First Aider is to keep themselves and the casualty safe. Most children will understand that some physical contact is appropriate and some is inappropriate, and be able to describe some examples of these; will understand the impact that that these substances can have on people's lifestyles, and how we can all make better choices to benefit our health and well-being; will be able to come up with 'for' and 'against' arguments for giving into pressure, and practise making good choices; and will, with prompts, have a degree of confidence in performing the DR ABC primary survey, as well putting someone in the recovery position. Some children will demonstrate greater empathy throughout the activities and a deeper understanding that because God made us to love and be loved, we should respect one another's bodily privacy and autonomy; will understand that our bodies are created by God, and we can honour Him by taking care of them and being careful about what we
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	difference between emergency/non-emergency situations, particularly as related to First Aid.	careful about what we consume; will demonstrate confidence, emotional maturity and strong communication skills when role playing 999 phone calls; and will confidently demonstrate knowledge of First Aid, and be curious about First Aid that can be used whilst waiting for an ambulance.		consume; demonstrate understanding that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies; and will confidently demonstrate the DR ABC primary survey and understand the importance of following this in order to prioritise potentially life-threatening conditions.
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Module 3: Created to Live in Community

Topic	EYFS	KS1	LKS2	UKS2
Unit 1: Religious Understanding	All children will gain a basic understanding that God is three-in-one, and we call this the Holy Trinity of God; and will understand what a community is, and that we all belong to different communities Most children will understand that being made in God's image means being called to love others, and will be able to come up with practical examples of what this can look like; and will understand that God wants us to live in community with one another, which means loving one another. Some children will demonstrate a deeper sense of personal conviction to love others, rising from their knowledge of God's love for them; and will demonstrate a more nuanced understanding of the Gospel story about the feeding of the 5000, and what this means for how God can use their offerings of loving actions.	All children will understand that God loves us and wants us to love others; and will understand that everyone is our neighbour. Most children will understand that God is three in one: Father, Son and Holy Spirit; and will understand that Jesus calls us to love our neighbour even if we've never met them/ don't like them. Some children will demonstrate a more nuanced understanding of the Holy Trinity and what it means for us to be made in God's image - to love and be loved; and show a deeper understanding of the Holy Trinity as a community of love, and how being made in God's image means we are made to live in community too.	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.	All children will understand that God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity; and will learn what the seven principles of Catholic Social Teaching are. Most children will understand that the Holy Spirit works through us to share God's love and goodness with others; and will know that God loves them and wants them to love others, and be able to come up with examples of how Catholic Social Teaching principles can be practised. Some children will demonstrate a more nuanced and personal understanding of what it means for the Holy Spirit to live inside us and how this helps us to share God's love in the world; and will demonstrate a greater sense of conviction and motivation to incorporate Catholic Social Teaching principles in their daily lives and will be able to identify injustices in the world where change could be affected.
Unit 2: Living in the Wider World	All children will understand that they belong to various communities.	All children will understand that they belong to different communities.	All children will be able to recognise actions which make them feel loved or cared for	All children will have a basic understanding of how to apply the principles of Catholic

	Most children will understand that, as part of their communities, they have a responsibility to look after other people and the planet. Some children will demonstrate excitement about the responsibilities they have/will have in the future, and a more nuanced appreciation of what harms and improves the world in which they live	Most children will understand that their actions/inactions can help/harm the communities they are part of. Some children will demonstrate a deeper understanding of their roles and responsibilities in different communities, and show a duty of care for the world in which we live	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	Social Teaching to current issues. Most children will understand how Catholic Social Teaching principles can help them to judge not only whether something is wrong, but why it is wrong. Some children will show great aptitude when categorising articles, and demonstrate compassion and motivation to challenge issues of injustice
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