

YR J in L	YR Social & Emotional	Opportunities to cover CES Model Curriculum	YR Physical	Opportunities to cover CES Model Curriculum	YR Spiritual
Aim: To explore the wonder of being special and unique	LI: To recognise the joy of being a special person in my family	<p>1.1.2.1 1.1.2.3 1.1.3.1 1.2.2.1 1.2.2.2 1.2.3.2 1.2.3.3 1.2.3.4 1.2.3.5 1.2.3.6 1.2.3.7 1.2.4.6 1.2.4.7</p>	LI: To recognise that we are all different and unique	<p>1.1.1.3 1.1.2.1 1.1.2.2 1.1.2.3 1.1.3.2 1.1.3.4 1.1.4.1 1.2.1.1 1.2.1.2 1.2.1.3</p>	LI: To celebrate the joy of being a special person in God's family
Y1 J in L	Y1 Social & Emotional	Opportunities to cover CES Model Curriculum	Y1 Physical	Opportunities to cover CES Model Curriculum	Y1 Spiritual
AIM: To focus on families and specially growing up in a loving, secure and stable home	LI: To recognise signs that I am loved in my family	<p>1.1.1.3 1.1.1.4 1.1.2.3 1.1.4.1 1.1.4.2 1.1.4.3 1.1.4.4 1.1.4.5 1.2.1.4 1.2.1.5 1.2.1.6 1.2.2.3 1.2.3.1 1.2.3.2 1.2.3.8 1.2.4.6 1.2.4.7</p>	LI: To recognise how I am cared for and kept safe in my family	<p>1.1.1.1 1.1.1.3 1.1.2.1 1.1.2.2 1.1.2.3 1.1.3.3 1.1.3.5 1.1.3.6 1.2.3.2 1.2.3.3 1.2.3.4 1.2.3.5 1.2.4.1 1.2.4.2 1.2.4.3 1.2.4.4 1.2.4.5</p>	LI: To celebrate ways that God loves and cares for us

Y2 J in L	Y2 Social & Emotional	Opportunities to cover CES Model Curriculum	Y2 Physical	Opportunities to cover CES Model Curriculum	Y2 Spiritual
Aim: To describe how we are growing and developing in diverse communities that are God-given	Ll: To recognise the joy and friendship of belonging to a diverse community.	<p>1.1.1.3</p> <p>1.1.4.1</p> <p>1.1.4.2</p> <p>1.3.1.1</p> <p>1.3.1.2</p> <p>1.3.1.3</p> <p>1.3.3.1</p> <p>1.3.3.2</p> <p>1.3.3.3</p> <p>1.3.3.4</p>	Ll: To describe ways of being safe in our communities	<p>1.1.1.1</p> <p>1.1.4.2</p> <p>1.1.4.3</p> <p>1.1.4.4</p> <p>1.1.4.5</p> <p>1.2.1.6</p> <p>1.2.2.1</p> <p>1.2.2.2</p> <p>1.2.2.3</p> <p>1.2.4.1</p> <p>1.2.4.2</p> <p>1.2.4.3</p> <p>1.2.4.5</p> <p>1.2.4.6</p> <p>1.2.4.7</p> <p>1.3.3.3</p> <p>1.3.3.4</p>	Ll: To celebrate ways of meeting God in our communities.
Y3 J in L	Y3 Social & Emotional	Opportunities to cover CES Model Curriculum	Y3 Physical	Opportunities to cover CES Model Curriculum	Y3 Spiritual

<p>Aim: To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe</p>	<p>LI: To describe and give reasons how friendships make us feel happy and safe</p>	<p>2.2.1.1 2.2.1.2 2.2.1.3 2.2.1.4 2.2.1.5 2.2.1.6 2.2.2.2 2.2.2.3 2.2.2.4 2.2.3.2 2.2.3.4 2.2.3.5 2.2.4.6</p>	<p>LI: To describe and give reasons why friendships can break down and how they can be repaired and strengthened</p>	<p>2.1.1.2 2.1.1.3 2.1.1.5 2.1.1.7 2.2.1.1 2.2.1.2 2.2.1.3 2.2.1.4 2.2.1.5 2.2.1.6 2.2.2.3 2.2.3.1 2.2.3.6 2.2.3.7 2.2.4.4 2.2.4.5 2.2.4.8</p>	<p>LI: To celebrate the joy and happiness of living in friendship with God and others</p>
<p>Y4 J in L</p>	<p>Y4 Social & Emotional</p>	<p>Opportunities to cover CES Model Curriculum</p>	<p>Y4 Physical</p>	<p>Opportunities to cover CES Model Curriculum</p>	<p>Y4 Spiritual</p>

<p>Aim: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change</p>	<p>LI: To describe how we all should be accepted and respected</p>	<p>2.1.3.1 2.2.1.5 2.3.1.1 2.3.1.2 2.3.1.3 2.2.4.1 2.2.4.6</p>	<p>LI: To describe how we should treat others making links with the diverse modern society we live in</p>	<p>2.1.3.1 2.1.3.4 2.2.1.3 2.3.3.4 2.2.3.2 2.2.3.5 2.2.3.7 2.2.3.9</p>	<p>LI: To celebrate the uniqueness and innate beauty of each of us</p>
<p>Y5 J in L</p>	<p>Y5 Social & Emotional</p>	<p>Opportunities to cover CES Model Curriculum</p>	<p>Y5 Physical</p>	<p>Opportunities to cover CES Model Curriculum</p>	<p>Y5 Spiritual</p>

<p>Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty; sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives</p>	<p>LI: To show knowledge and understanding of emotional relationship changes as we grow and develop</p>	<p>2.1.3.1 2.1.3.2 2.1.3.4 2.1.3.5 2.1.4.1 2.1.4.2 2.1.4.6 2.1.5.2</p>	<p>LI: To show knowledge and understanding of the physical changes in puberty</p>	<p>2.1.3.6 2.1.3.7 2.1.4.1 2.1.4.2 2.1.4.3 2.1.4.4 2.1.4.6 2.1.5.2 2.1.5.3</p>	<p>LI: To celebrate the joy of growing physically and spiritually</p>
<p>Y6 J in L</p>	<p>Y6 Social & Emotional</p>	<p>Opportunities to cover CES Model Curriculum</p>	<p>Y6 Physical</p>	<p>Opportunities to cover CES Model Curriculum</p>	<p>Y6 Spiritual</p>

<p>Aim: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be, focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage</p>	<p>LI: To develop a secure understanding that stable and caring relationships, which may be of different types are at the heart of happy families</p>	<p>2.2.1.1 2.2.1.2 2.2.1.3 2.2.1.4 2.2.1.5 2.2.1.6 2.2.3.1 2.2.3.2 2.2.3.3 2.2.3.4 2.2.3.5</p>	<p>LI: To explain how human life is conceived</p>	<p>2.1.5.1 2.1.5.4</p>	<p>LI: To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships</p>

Opportunities to cover CES Model Curriculum	Opportunities to cover Statutory DFE Guidance - Families and people who care for me	Opportunities to cover Statutory DFE Guidance - Caring friendships
<p>1.1.1.3 1.1.2.1 1.1.2.2 1.1.2.3 1.1.2.4 1.1.4.2 1.2.1.3 1.2.3.5</p>	<p>That families are important for children growing up because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p>
<p>Opportunities to cover CES Model Curriculum</p>	<p>Opportunities to cover Statutory DFE Guidance - Families and people who care for me</p>	<p>Opportunities to cover Statutory DFE Guidance - Caring friendships</p>
<p>1.1.1.2 1.1.1.3 1.1.2.2 1.1.3.1 1.1.3.2 1.1.4.2 1.1.4.3 1.1.4.4 1.1.4.5 1.2.3.6 1.2.3.7</p>	<p>That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>

Opportunities to cover CES Model Curriculum	Opportunities to cover Statutory DFE Guidance - Families and people who care for me	Opportunities to cover Statutory DFE Guidance - Caring friendships
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Opportunities to cover CES Model Curriculum	Opportunities to cover Statutory DFE Guidance - Families and people who care for me	Opportunities to cover Statutory DFE Guidance - Caring friendships

<p>2.1.2.5</p>	<p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
<p>Opportunities to cover CES Model Curriculum</p>	<p>Opportunities to cover Statutory DFE Guidance - Families and people who care for me</p>	<p>Opportunities to cover Statutory DFE Guidance - Caring friendships</p>

<p>2.1.2.2 2.1.2.3 2.1.3.1 2.1.3.2 2.1.3.3 2.2.1.3 2.2.1.6</p>	<p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p>	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
<p>Opportunities to cover CES Model Curriculum</p>	<p>Opportunities to cover Statutory DFE Guidance - Families and people who care for me</p>	<p>Opportunities to cover Statutory DFE Guidance - Caring friendships</p>

<p>2.1.1.1 2.1.1.7 2.1.2.1 2.1.2.4 2.1.2.5 2.2.2.1 2.2.2.2 2.2.3.2 2.2.3.5 2.2.3.6 2.2.3.8 2.2.3.10</p>	<p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>
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Opportunities to cover Statutory DFE Guidance - Respectful relationships	Opportunities to cover Statutory DFE Guidance - On-line relationships
<p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p>	
Opportunities to cover Statutory DFE Guidance - Respectful relationships	Opportunities to cover Statutory DFE Guidance - On-line relationships
<p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>The same principles apply to online relationships as to face to face relationships, including the importance of respect for others online.</p>

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<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	
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<p>Opportunities to cover Statutory DFE Guidance - Respectful relationships</p>	<p>Opportunities to cover Statutory DFE Guidance - On-line relationships</p>

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<p>Opportunities to cover Statutory DFE Guidance - Respectful relationships</p>	<p>Opportunities to cover Statutory DFE Guidance - On-line relationships</p>

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**Opportunities to cover Statutory
DFE Guidance - Being Safe**

How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice.

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