

# Life to the Full

## Progression of Knowledge and Skills

KS1  
Year 1 / Year 2

### Module 1

Unit/Topic	Learning Objectives	Progress Markers
<b>Religious Understanding</b>	Children will learn that: <ul style="list-style-type: none"> <li>● We are created individually by God</li> <li>● God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>● God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness</li> <li>● We are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>● We can give thanks to God in different ways</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All children will</b> know that they are created and loved by God.</li> <li>● <b>Most children will</b> know that this means they are uniquely created individuals who Jesus wants to be friends with.</li> <li>● <b>Some children will</b> demonstrate an understanding of personal faith and articulate how this makes them feel.</li> </ul>
<b>Me, My Body, My Health</b>	Children will learn: <ul style="list-style-type: none"> <li>● That we are unique, with individual gifts, talents and skills</li> <li>● That our bodies are good</li> <li>● The names of the parts of our bodies</li> <li>● That girls and boys have been created by God to be both similar and different and together make up the richness of the human family</li> <li>● That our bodies are good and we need to look after them</li> <li>● About what constitutes a healthy lifestyle, including physical</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All children will</b> know that we are unique; that their bodies, created by God, are good; and that they need to take good care of their bodies.</li> <li>● <b>Most children will</b> understand that part of being unique means we each have individual gifts, talents and 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.</li> </ul>

	<p>activity, dental health and healthy eating</p> <ul style="list-style-type: none"> <li>● The importance of sleep, rest and recreation for our health</li> <li>● How to maintain personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Some children will</b> 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.</li> </ul>
<p><b>Emotional Well-being</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● That it is natural for us to relate to and trust one another</li> <li>● That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>● About language to describe our feelings</li> <li>● In a simple way, that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</li> <li>● Simple strategies for managing feelings and for good behaviour</li> <li>● That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</li> <li>● That Jesus died on the cross so that we would be forgiven</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All children will</b> 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.</li> <li>● <b>Most children will</b> 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.</li> <li>● <b>Some children will</b> 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 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.</li> </ul>

<b>Life Cycles</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult</li> <li>● What 'death' means</li> <li>● About some feelings often connected with grief</li> <li>● What the Christian faith says about death and eternal life</li> <li>● Some ways to support themselves and others when they are grieving</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All children will</b> understand that there are different stages of life and what these are; understand what death is.</li> <li>● <b>Most children will</b> 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.</li> <li>● <b>Some children will</b> 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..</li> </ul>
<b>Module 2</b>		
<b>Religious Understanding</b>	<p>Children will learn that:</p> <ul style="list-style-type: none"> <li>● We are part of God's family</li> <li>● Saying sorry is important and can mend friendships</li> <li>● Jesus cared for others and had expectations of them and how they should act</li> <li>● We should love other people in the same way God loves us</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All children will</b> understand that we are always welcome as part of God's family.</li> <li>● <b>Most children will</b> understand that saying sorry is important and can mend friendships - both with those around us and with God.</li> <li>● <b>Some children will</b> confidently offer ideas about how they can love other people in the same way God loves us.</li> </ul>

<p><b>Personal Relationships</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● About 'special people' (their parents, carers, friends, parish priest) and what makes them special</li> <li>● The importance of nuclear and wider family</li> <li>● The importance of being close to and trusting special people and telling them if something is troubling them</li> <li>● How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> <li>● About the characteristics of positive and negative relationships</li> <li>● About different types of teasing and that all bullying is wrong and unacceptable</li> <li>● To recognise when they have been unkind and say sorry</li> <li>● That when people are being unkind to them and others and how to respond</li> <li>● That when we are unkind to others, we hurt God also and should say sorry to Him as well</li> <li>● That we should forgive like Jesus forgives</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All children will</b> 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.</li> <li>● <b>Most children will</b> 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 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.</li> <li>● <b>Some children will</b> 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.</li> </ul>
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<p><b>Life Online</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● That the internet connects us to others and helps us in lots of ways.</li> <li>● Our feelings matter – both online and offline.</li> <li>● That Jesus cares about our feelings and gives us peace.</li> <li>● To understand what situations are safe and unsafe, including online.</li> <li>● To ask for adult help with anything that worries them or makes them feel unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All children will</b> 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 encounter online that they are not sure about, or which makes them feel worried or unsafe.</li> <li>● <b>Most children will</b> 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.</li> <li>● <b>Some children will</b> 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.</li> </ul>
<p><b>Keeping Safe</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>● The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</li> <li>● How to resist pressure when feeling unsafe</li> <li>● That they are entitled to bodily privacy</li> <li>● That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest</li> <li>● That medicines are drugs, but not all drugs are good for us</li> <li>● That alcohol and tobacco are harmful substances</li> <li>● That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>● About what is and isn't an emergency</li> <li>● That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade</li> <li>● That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999</li> <li>● Some basic principles of First Aid</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All children will</b> 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.</li> <li>● <b>Most children will</b> be able to 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</li> </ul>

		<p>not required, and demonstrate understanding of basic First Aid.</p> <ul style="list-style-type: none"><li>● <b>Some children will</b> 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 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.</li></ul>
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### Module 3

#### Religious Understanding

Children will learn:

- That God is love: Father, Son and Holy Spirit
- That being made in His image means being called to be loved and to love others
- What a community is, and that God calls us to live in community with one another
- A scripture illustrating the importance of living in community as a consequence of this
- Jesus' teaching on who is my neighbour

- **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.

#### Living in the Wider World

Children will learn:

- That they belong to various communities such as home, school, parish, the wider local community, nation and global community
- That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc
- That we have a duty of care for others and for the world we live in (charity work, recycling etc.)
- What harms and what improves the world in which we live in simple terms

- **All children will** understand that they belong to different communities.
- **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.