

# Life To The Full Progression of Skills

Primary – KS1: Year 1/Year 2

**Ten:Ten**  
Resources



Module 1		Notes
<b>Religious Understanding</b>	<p>Children can express that:</p> <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>	
<b>Me, My Body, My Health</b>	<p>Children can explain:</p> <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 (naming genitalia will depend on key decision made by individual schools)</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>• Our bodies are good and we need to look after them</li><li>• What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li><li>• The importance of sleep, rest and recreation for our health</li><li>• How to maintain personal hygiene</li></ul>	
<b>Emotional Well-being</b>	<p>Children can explain:</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>• A 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>	

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<p><b>Life Cycles</b></p>	<p>Children can describe:</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> </ul>	
<p><b>Module 2</b></p>		<p><b>Notes</b></p>
<p><b>Religious Understanding</b></p>	<p>Children can describe 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>	
<p><b>Personal Relationships</b></p>	<p>Children are able to describe:</p> <ul style="list-style-type: none"> <li>• ‘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>• The characteristics of positive and negative relationships</li> <li>• Different types of teasing and that all bullying is wrong and unacceptable</li> <li>• When they have been unkind and say sorry</li> <li>• When people are being unkind to them and others and how to respond</li> <li>• 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>	
<p><b>Keeping Safe</b></p>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>• Some safe and unsafe situations, including online</li> <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> </ul>	

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	<ul style="list-style-type: none"><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>• That they should call 999 in an emergency 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>	
<b>Module 3</b>		<b>Notes</b>
<b>Religious Understanding</b>	<p>Children can explain:</p> <ul style="list-style-type: none"><li>• That God is love: Father, Son and Holy Spirit</li><li>• That being made in His image means being called to be loved and to love others</li><li>• What a community is, and that God calls us to live in community with one another</li><li>• A scripture illustrating the importance of living in community as a consequence of this</li><li>• Jesus' teaching on who is my neighbour</li></ul>	
<b>Living in the Wider World</b>	<p>Children can explain:</p> <ul style="list-style-type: none"><li>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community</li><li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc</li><li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</li><li>• What harms and what improves the world in which we live in simple terms</li></ul>	