**Ten:Ten Resources**

**https://www.tentenresources.co.uk/**

**Programme Pathway #2**

**Overview**

| | **Module 1**<br>**Created and Loved by God** | **Module 2**<br>**Created to Love Other** | **Module 3**<br>**Created to Live in Community** |
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| **EYFS**<br>**Nursery and Reception** | • We are created individually by God as part of His creation plan<br>• We are all God's children and are special<br>• Our bodies were created by God and are good<br>• We can give thanks to God!<br>• We are each unique, with individual gifts, talents and skills<br>• Whilst we all have similarities because we are made in God's image, difference is part of God's plan! | • We are part of God's family<br>• Jesus cared for others and wanted them to live good lives like Him<br>• We should love other people in the same way God loves us<br>• To identify special people (e.g. parents, carers, friends) and what makes them special<br>• The importance of the nuclear family and of the wider family<br>• The importance of being close to and trusting 'special people', and telling them when something is troubling them | • That God is love: Father, Son and Holy Spirit<br>• That being made in His image means being called to be loved and to love others<br>• What a community is, and that God calls us to live in community with one another<br>• A Scripture illustrating the importance of living in a community<br>• That no matter how small our offerings, they are valuable to God and He can use them for His glory |

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| | • Our bodies are good and made by God<br>• The names of the parts of the body (not genitalia)<br>• Our bodies are good and we need to look after them<br>• What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene<br>• Learn that we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)<br>• Understand that it is natural for us to relate to and trust one another<br>• Develop a language to describe their feelings<br>• Develop an understanding that everyone experiences feelings<br>• Develop an understanding that feelings are neither good nor<br>• bad; they give us information about what we are experiencing<br>• Learn simple strategies for managing feelings | • How their behaviour affects other people and that there is<br>• appropriate and inappropriate behaviour<br>• The characteristics of positive and negative relationships<br>• About different types of teasing and that all bullying is wrong and unacceptable<br>• To recognise when they have been unkind to others and say sorry<br>• That when we are unkind, we hurt God and should say sorry<br>• To recognise when people are being unkind to them and others and how to respond<br>• That we should forgive like Jesus forgives<br>• That the internet connects us to others<br>• That the internet helps us in lots of ways<br>• That only Jesus can help us with everything<br>• About safe and unsafe situations online<br>• That they can ask for help from their special people<br>• About safe and unsafe situations outdoors and indoors | • That they belong to various communities, such as home,<br>• school, parish, the wider local area, nation and the global community<br>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.<br>• That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)<br>• About what harms and what improves the world in which they live<br>• About some different types of jobs<br>• That having a job can help us to look after each other and the world<br>• That God has given us all strengths, gifts and talents to do His work<br>• About strengths and interests needed to do different jobs<br>• That money helps us buy things<br>• That wants and needs are different<br>• That God's love and the love we share with others is freely given and our most important need |

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| | • Understand how feelings can affect actions, and that actions have consequences<br>• Develop simple strategies for managing emotions and behaviour<br>• Understand that we have choices and these choices can impact how we feel and respond<br>• Know that we can say sorry and forgive like Jesus<br>• That there are natural life stages from birth to death, and what these are<br>• That change is a part of growing up<br>• Their experiences of change will help their transition to Year 1<br>• God is with them every step of the way as they grow and change | • That they can ask for help from their special people<br>• That they are entitled to bodily privacy<br>• That they can and should be open with 'special people' they<br>• trust if anything troubles them<br>• That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest<br>• That medicines should only be taken when a parent or doctor gives them to us<br>• That medicines are not sweets<br>• That we should always try to look after our bodies, because God created them and gifted them to us<br>• There are lots of people who do jobs to help us<br>• That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade<br>• That paramedics help us in a medical emergency<br>• That First Aid can be used in non-emergency situations, as | |

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| | | well as whilst waiting for an ambulance | |
| **Key Stage 1**<br>**Year 1 and 2** | • We are created individually by God<br>• God wants us to talk to Him often through the day and treat Him as our best friend<br>• 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<br>• We are created as a unity of body, mind and spirit: who we are matters and what we do matters<br>• We can give thanks to God in different ways<br>• That we are unique, with individual gifts, talents and skills<br>• That our bodies are good<br>• The names of the parts of our bodies<br>• 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<br>• That our bodies are good and we need to look after them | • We are part of God's family<br>• Saying sorry is important and can mend friendships<br>• Jesus cared for others and had expectations of them and how they should act<br>• We should love other people in the same way God loves us<br>• About 'special people' (their parents, carers, friends, parish<br>• priest) and what makes them special<br>• The importance of nuclear and wider family<br>• The importance of being close to and trusting special people and telling them if something is troubling them<br>• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour<br>• About the characteristics of positive and negative relationships<br>• About different types of teasing and that all bullying is wrong and unacceptable | • That God is love: Father, Son and Holy Spirit<br>• That being made in His image means being called to be loved and to love others<br>• What a community is, and that God calls us to live in community with one another<br>• A Scripture illustrating the importance of living in community as a consequence of this<br>• Jesus' teaching on who is my neighbour<br>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community<br>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc<br>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)<br>• What harms and what improves the world in which we live in simple terms |

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| | • About what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating<br>• The importance of sleep, rest and recreation for our health<br>• How to maintain personal hygiene<br>• That it is natural for us to relate to and trust one another<br>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)<br>• About language to describe our feelings<br>• In a simple way, that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character<br>• Simple strategies for managing feelings and for good behaviour<br>• That choices have consequences; that when we make mistakes, we are called to receive forgiveness and to forgive others when they do | • To recognise when they have been unkind and say sorry<br>• That when people are being unkind to them and others and how to respond<br>• That when we are unkind to others, we hurt God also and should say sorry to Him as well<br>• That we should forgive like Jesus forgives<br>• That the internet connects us to others and helps us in lots of ways<br>• Our feelings matter – both online and offline<br>• That Jesus cares about our feelings and gives us peace.<br>• To understand what situations are safe and unsafe, including online<br>• To ask for adult help with anything that worries them or makes them feel unsafe<br>• The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them<br>• How to resist pressure when feeling unsafe | • About some different types of jobs in the community<br>• About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls<br>• Work is a part of our purpose (vocation)<br>• God has given us all strengths, gifts and talents to do His work<br>• That money is valuable and is used as an exchange for needs and wants<br>• That wants and needs are different<br>• About spending and saving choices<br>• That God's love and the love we share with others is more valuable than anything |

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| | • That Jesus died on the cross so that we would be forgiven<br>• That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult<br>• What 'death' means<br>• About some feelings often connected with grief<br>• What the Christian faith says about death and eternal life<br>• Some ways to support themselves and others when they are grieving<br>• That change is a part of life<br>• That managing our feelings about change helps to prepare us for future changes<br>• That God is with us as we change and grow | • That they are entitled to bodily privacy<br>• 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<br>• That medicines are drugs, but not all drugs are good for us<br>• That alcohol and tobacco are harmful substances<br>• That our bodies are created by God, so we should take care of them and be careful about what we consume<br>• About what is and isn't an emergency<br>• That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade<br>• That if they require medical help but it is not an emergency, first aid should be used instead of calling 999<br>• Some basic principles of First Aid | |
| **<u>Lower Key Stage 2</u><br>Year 3 and 4** | • We are created individually by God who is Love, designed in His own image and likeness | • That God loves, embraces, guides, forgives and reconciles us with him and one another | • God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' |

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| | • 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)<br>• Every human life is precious from the beginning of life (conception) to natural death<br>• Personal and communal prayer and worship are necessary ways of growing in our relationship with God<br>• In Baptism God makes us His adopted children and 'receivers' of His love<br>• By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)<br>• It is important to make a nightly examination of conscience<br>• Receiving the Sacraments helps them to develop healthy relationships with others<br>• Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community | • The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness<br>• That relationships take time and effort to sustain<br>• That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness<br>• Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong<br>• That there are different types of relationships including those between acquaintances, friends, family and relatives<br>• That good friendship is when both persons enjoy each other's company and also want what is truly best for the other<br>• The difference between a group of friends and a 'clique'<br>• To increase their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying | • The human family reflects the Holy Trinity in charity and generosity<br>• 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<br>• The Church family comprises home, school and parish (which is part of the diocese)<br>• That God wants His Church to love and care for others<br>• Practical ways of loving and caring for others<br>• Know that there are many different jobs and types of work<br>• Understand some of the factors that influence people's choice of work<br>• Explore their own interests, skills and gifts in relation to their job aspirations<br>• Know that God calls us to work together to share His love and care for each other and the world<br>• All forms of money have advantages and disadvantages<br>• Our attitude to money and choices about spending, saving and giving impacts on ourselves and others |

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| | • Self-confidence arises from being loved by God (not status, etc)<br>• 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<br>• What the term 'puberty' means<br>• When they can expect puberty to take place<br>• That puberty is part of God's plan for our bodies<br>• Correct naming of genitalia<br>• What changes will happen to boys during puberty<br>• What changes will happen to girls during puberty<br>• That emotions change as they grow up (including hormonal effects)<br>• To understand the range and intensity of their feelings more deeply; that 'feelings' alone are not good guides for action<br>• That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act | • About harassment and exploitation in relationships, including physical and emotional abuse and how to respond<br>• Understand that everyone's needs matter in a healthy relationship<br>• Know how to set and respect boundaries with friends, family, peers, and adults<br>• Practise sharing feelings and needs in a calm, kind, and confident way<br>• Recognise when a relationship feels uncomfortable or unhappy, and know how to ask for help<br>• That their increasing independence brings increased responsibility to keep themselves and others safe<br>• How to use technology safely<br>• 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<br>• How to report and get help if they encounter inappropriate materials or messages | • Budgeting helps to keep track of spending and saving<br>• Our faith guides our values and reminds us of the importance of love for God and others |

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| | • What emotional well-being means and that positive actions help emotional well-being<br>• That talking to trusted people helps emotional well-being (e.g. parents/carer/teacher/parish priest)<br>• That images in the media do not always reflect reality and can affect how people feel about themselves<br>• That God made us and loves us as we are<br>• That some behaviour is wrong, unacceptable, unhealthy and risky<br>• That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the Media<br>• That they were handmade by God with the help of their parents<br>• How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception | • That bad language and bad behaviour are inappropriate<br>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond<br>• About different kinds of abuse, including 'abuse of private parts'<br>• That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest<br>• Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body<br>• That our bodies are created by God, so we should take care of them and be careful about what we consume<br>• That in an emergency, it is important to remain calm<br>• That quick reactions in an emergency can save a life<br>• How to help in an emergency using their First Aid knowledge<br>• It is our responsibility to follow the rules at home, school and in our country | |

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| | • How conception and life in the womb fits into the cycle of life<br>• What 'death' means<br>• About some feelings often connected with grief<br>• What the Christian faith says about death and eternal life<br>• Some ways to support themselves and others when they are grieving<br>• That change is a part of life and that there are different kinds of change<br>• About some feelings often associated with change<br>• That God is always with us as we change and grow<br>• Coping strategies to support themselves and others | • Some of our rules and laws are based on our rights<br>• Rights protect us and ensure everyone is treated equally<br>• Rules and rights are based on our values as a community<br>• Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God<br>• What risk means and how to recognise risks and hazards that may cause harm or injury<br>• How to reduce and manage risk responsibly and use rules and boundaries to keep safe around fire, roads, railways, including level crossings, and water, including the water safety code<br>• How to get help or advice if they feel unsafe | |
| **<u>Upper Key Stage 2</u>**<br>**Year 5 and 6** | • We were created individually by God who cares for us<br>• and wants us to put our faith in Him<br>• Physically becoming an adult is a natural phase of life<br>• Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of | • That God calls us to love others<br>• About ways in which we can participate in God's call for us to love others<br>• That pressure comes in different forms, and what some of those different forms are | • That God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity<br>• That the Holy Spirit works through us to bring God's love and goodness to others<br>• The principles of Catholic Social Teaching |

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| | God's great plan and the results will be worth it!<br>• How similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community<br>• How there are many different types of family set up<br>• How self-confidence arises from being loved by God (not status, etc)<br>• How human beings are different to other animals<br>• The unique growth and development of humans, and the changes that girls and boys will experience during puberty<br>• The need to respect their bodies as a gift from God to be looked after well, and treated appropriately<br>• The need for modesty and appropriate boundaries<br>• How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment | • That there are strategies that they can adopt to resist pressure<br>• What consent and bodily autonomy means<br>• About different scenarios in which it is right to say 'no'<br>• How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships<br>• About prejudice, bullying and discrimination: what they mean and how to challenge them<br>• About protected characteristics from the Equality Act 2010 such as race, age and disability<br>• That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect<br>• Recognise the difference between being assertive and being controlling in relationships, and between being kind and ignoring your own needs | • That God formed them out of love, to know and share His love with others<br>• How to apply the principles of Catholic Social Teaching to current issues<br>• About ways in which they can spread God's love in their community<br>• Learn about the process of getting a job and consider factors that influence job choices<br>• Understand how stereotyping can affect work aspirations and learn to challenge such attitudes<br>• Consider jobs in different sectors, learning pathways to work and their own job aspirations<br>• There are a wide variety of payment options.<br>• The importance of budgeting and tracking spending and saving<br>• About the hierarchy of needs and other influences on spending choices<br>• Some people have more money than others |

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| | • That images in the media do not always reflect reality and can affect how people feel about themselves<br>• That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media<br>• A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action<br>• That some behaviour is wrong, unacceptable, unhealthy or risky<br>• That emotions change as they grow up (including hormonal effects)<br>• That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being<br>• That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being<br>• The difference between harmful and harmless videos and images<br>• The impact that harmful videos and images can have | • Communicate needs and feelings clearly and respectfully, including saying "no" or disagreeing when needed<br>• Understand what healthy boundaries are and why it is important to respect your own boundaries and other people's<br>• Notice when a friendship feels unhappy, uncomfortable or unfair, including online, and know when to ask for help<br>• Manage difficult feelings, such as frustration or disappointment, and consider the scale of their reaction<br>• About discrimination / bullying of the protected characteristics of sex and/or sexual orientation<br>• That homophobia is being prejudiced against someone because they are attracted to someone of the same sex<br>• What attraction is and that someone can be attracted to someone of the same or the opposite sex.<br>• The concept of gender stereotypes and how these | • God asks us to be good stewards of our money and resources |

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| | on young minds<br>Ways to combat and deal with viewing harmful videos and images<br>• How a baby grows and develops in its mother's womb<br>• 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<br>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life<br>• Some practical ways to manage the onset of menstruation<br>• Basic scientific facts about sexual intercourse between a man and woman<br>• The physical, emotional, moral and spiritual implications of sexual intercourse<br>• The Christian viewpoint that sexual intercourse should be saved for marriage<br>• What 'death' means<br>• About some feelings often connected with grief | stereotypes make us feel. Clarity on gender identity being separate from sexual orientation will be made<br>• To recognise that their increasing independence brings increased responsibility to keep themselves and others safe<br>• How to use technology safely<br>• 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<br>• How to report and get help if they encounter inappropriate materials or messages<br>• What the term cyberbullying means and examples of it<br>• What cyberbullying feels like for the victim<br>• How to get help if they experience cyberbullying<br>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond<br>• That abuse violates the rights of children<br>• That there are different people we can trust for help, | |

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| | • What the Christian faith says about death and eternal life<br>• Some ways to support themselves and others when they are grieving<br>• That there are many emotions and feelings connected with change<br>• That gratitude and positivity help build resilience<br>• Coping strategies to manage changes<br>• That God is always with them | especially those closest to us who care for us, including parents, teachers and priests<br>• About the effect that a range of substances including drugs, tobacco and alcohol can have on the body<br>• How to make good choices about substances that would have an impact on their health<br>• That our bodies are created by God, so we should take care of them and be careful about what we consume<br>• Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco<br>• Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies<br>• The recovery position can be used when a person is unconscious but breathing<br>• DR ABC is a primary survey to find out how to treat life threatening conditions in order of importance | |