

Yearly Overview of EYFS and KS1 RSE



	<u>EYFS</u>	<u>Year One</u>	<u>Year Two</u>
<u>Autumn Term</u>	<p><u>Handmade with love</u> We are created individually by God as part of His creation plan We are all God's children and are special Our bodies were created by God and are good We can give thanks to God!</p>	<p><u>Let the children come</u> We are created individually by God God wants us to talk to Him often through the day and treat Him as our best friend 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 We are created as a unity of body, mind and spirit: who we are matters and what we do matter We can give thanks to God in different ways</p> <p><u>God loves you</u> We are part of God's family; Saying sorry is important and can mend friendships Jesus cared for others and had expectations of them and how they should act We should love other people in the same way God loves us.</p>	<p><u>Let the children come</u> We are created individually by God God wants us to talk to Him often through the day and treat Him as our best friend 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 We are created as a unity of body, mind and spirit: who we are matters and what we do matters We can give thanks to God in different ways</p>
<u>Spring Term</u>	<p><u>I Am me</u> We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</p> <p><u>Heads, shoulders, knees and toes</u> That our bodies are good and made by God The names of the parts of the body (not genitalia)</p>	<p><u>Special People</u> To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family; The importance of being close to and trusting special people and telling them if something is troubling them.</p> <p><u>Treat others well....</u> How their behaviour affects other people, and that there is appropriate and inappropriate behaviour;</p>	<p><u>I am Unique</u> To learn that we are unique, with individual gifts, talents and skills.</p> <p><u>Girls and boys</u> Our bodies are good; The names of the parts of our bodies including genitalia 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.</p> <p><u>Clean and Healthy</u> Our bodies are good and we need to look after them;</p>

Ready Teddy?

That our bodies are good and we need to look after them

What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene

I like, You like, We all like

That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)

That it is natural for us to relate to and trust one another

Good feelings, Bad feelings

Develop a language to describe their feelings

An understanding that everyone experiences feelings, both good and bad
Simple strategies for managing feelings

Let's get real

Simple strategies for managing emotions and behaviour

That we have choices and these choices can impact how we feel and respond.

We can say sorry and forgive like Jesus

The characteristics of positive and negative relationships;

Different types of teasing and that all bullying is wrong and unacceptable.

...And say sorry

Children will learn

To recognise when they have been unkind and say sorry;

To recognise when people are being unkind to them and others and how to respond;

To know that when we are unkind to others, we hurt God also and should say sorry to him as well;

To know that we should forgive like Jesus forgives.

Being safe

To understand safe and unsafe situations, including online

Good secrets, Bad secrets

The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;

How to resist pressure when feeling unsafe.

Physical Contact

To know that they are entitled to bodily privacy;
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.

Harmful substances

Medicines are drugs, but not all drugs are good for us.

Alcohol and tobacco are harmful substances.

Our bodies are created by God, so we should take care of them and be careful about what we consume.

What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;

The importance of sleep, rest and recreation for our health;

How to maintain personal hygiene.

Feelings, likes and dislikes

That it is natural for us to relate to and trust one another;

That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);

A language to describe our feelings.

Feeling inside out

Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.

Super Susie gets angry

Simple strategies for managing feelings and for good behaviour;

That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;

that Jesus died on the cross so that we would be forgiven.

		<p><u>Can you help me?</u> They should call 999 in an emergency and ask for ambulance, police and/or fire brigade If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999. Some basic principles of First Aid</p>	
<p>Summer Term</p>	<p><u>Growing up</u> That there are natural life stages from birth to death, and what these are</p> <p><u>God is love</u> 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</p> <p><u>Loving God, Loving Others</u> What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community No matter how small our offerings, they are valuable to God and He can use them for His glory.</p> <p><u>Me, You, Us</u> That they belong to various communities, such as home, school, parish, the wider local area, nation and the 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.)</p>	<p><u>Three in One</u> 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</p> <p><u>Who is my neighbour?</u> To know 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.</p> <p><u>The communities we live in</u> That they belong to various communities such as home, school, parish, the wider local community, national 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.); About what harms and what improves the world in which we live.</p>	<p><u>The cycle of life</u> Children will know and appreciate that there are natural life stages from birth to death, and what these are</p> <p><u>Three In One</u> God is love: Father, Son and Holy Spirit Being made in His image means being called to be loved and to love others</p> <p><u>Who is my neighbour?</u> To know 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.</p> <p><u>The communities we live in</u> That they belong to various communities such as home, school, parish, the wider local community, national 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.); About what harms and what improves the world in which we live.</p>

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