



Term	Content	Statements covered	Success Criteria
Autumn 2	<p>Handmade with Love</p> <p>Learning Objectives for the week: Children will know that:</p> <ul style="list-style-type: none"> • 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 way <p>Over five days, children will hear and experience the Gospel story of Jesus welcoming little children to Him in spite of others telling them to stay away. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love.</p> <p>To conclude each daily time of prayer, you might like to play the Module Song 'God Made Me, God Made You'.</p>	<p>- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Success Criteria for the week Children will:</p> <ul style="list-style-type: none"> - Actively engage with the story, activities and discussions each day - Be able to recall and articulate their learning
	<p>I am unique (me)</p> <p>Learning Objectives: To learn that we are unique, with individual gifts, talents and skills</p> <p>:</p>	<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>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Children will engage with teacher-led questions and paired interactions; • Children will be given the opportunity to reflect on what makes them unique and special through an activity called 'My Special Box';



	<p>This session builds on the Unit 1 Gospel reflections on Jesus welcoming little children to Him, helping pupils to remember that they're all special because they are made and loved by God. Children will be encouraged to notice similarities and celebrate differences between fictional people and each other as things that make us unique and special. They will start learning a song to reinforce learning; this song will be added to in each session of this Unit.</p>	<p>- 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.</p>	<ul style="list-style-type: none"> Children will join in with learning the chorus of the song, "Touch Your Knees, Touch Your Toes".
	<p>Girls and boys (My body) Learning Objectives: Children will know:</p> <ul style="list-style-type: none"> Our bodies are good; The names of the parts of our bodies Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family <p>•</p> <p>This session is all about celebrating our God-given bodies and the things they enable us to do! In an age-appropriate way, children will be encouraged to notice similarities and celebrate differences between girls and boys on physical, emotional and spiritual levels.</p>	<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> <p>- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> Children will engage with teacher-led discussions about how girls and boys are both similar and different; Children will know the names of taught body parts;
<p>Spring 1</p>	<p>Clean and healthy (My health) Children will know:</p> <ul style="list-style-type: none"> Our bodies are good and we need to look after them; 	<p>- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> Children will take part in the interactive story by advising and making choices for Super Susie; Children will know what is necessary to stay healthy;



	<ul style="list-style-type: none"> • 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. <p>Building from the last session where we learned that our bodies are good, this session teaches children how to take care of their bodies. Children will meet Super Susie and help teach her how to take care of herself. They will finish learning “God Made Me, God Made You” and remember that their bodies are a special gift from God that they need to look after!</p> <p>Preparation Notes Super Susie is an animated character who children follow through 8 parts of a film. In between each part, there are discussion questions, key teaching points and a creative play extension activity. Some activities require materials and preparation, while others don't and all can be adapted. Teachers should look through these extension activities, and choose as many as they want to use with their class.</p> <p>Teachers should feel free to 'pick and mix' these extension activities, noting that the film order shouldn't be changed, but activities can be omitted, or saved until the end of each session as recap activities if preferred.</p>	<ul style="list-style-type: none"> - The characteristics and mental and physical benefits of an active lifestyle. - What constitutes a healthy diet (including understanding calories and other nutritional content). - The principles of planning and preparing a range of healthy meals. - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). - The importance of sufficient good quality sleep for good health - About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	<ul style="list-style-type: none"> • Children will join in with singing the song to reinforce learning.
<p>Spring 2</p>	<p>Session 1: Feelings, likes and dislikes</p> <p>Learning Objectives: Children will learn:</p> <ul style="list-style-type: none"> • 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); 	<ul style="list-style-type: none"> - 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>Success Criteria:</p> <ul style="list-style-type: none"> • Children will interact with teacher-led discussion questions; • Children will be given the opportunity to reflect on and articulate their own feelings about given scenarios and their own experiences; • Children will contribute to a word bank to describe feelings.



	<ul style="list-style-type: none"> • A language to describe our feelings. 		
	<p>Feeling inside out</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	
<p>Spring 2</p>	<p>Super Susie gets angry</p> <p>Learning Objectives: Children will learn:</p> <ul style="list-style-type: none"> • 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>Using the knowledge they gained over previous sessions, children will have to take up the mantle of the expert and help Super Susie through experiencing strong feelings for the first time. Children will reinforce previous learning by helping Susie through discussion and/or role-play (depending on teacher preference and age/stage of children). They will learn more about consequences of choices and what to do when it all goes wrong.</p>	<ul style="list-style-type: none"> - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - 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. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - 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>Success Criteria:</p> <ul style="list-style-type: none"> • Children will engage with discussion questions and/or role-play activities throughout the story; • Children will be given the opportunity to reflect on their own experiences of extreme feelings, how they acted and what they could have done differently.



<p>Summer 1</p>	<p>Session 1: The cycle of life Learning Objectives:</p> <ul style="list-style-type: none"> Children will know and appreciate that there are natural life stages from birth to death, and what these are. <p>This session can be split into two if preferred. It starts by referring back to the account of Jesus welcoming the little children used in Unit 1 of this Module, to show that God created us to follow the cycle of life and He loves us at every stage. We are created to grow, change and learn, not least about the love of God and how we can share it with others. There can be joy in every stage of life!</p> <p>The session then moves to looking at the specifics of the human life cycle, and children will be encouraged to celebrate how they have already changed and grown.</p>		<p>Success Criteria:</p> <ul style="list-style-type: none"> Children will engage with discussion questions about the story Children will be able to describe the stages of the human life cycle Children will take part in activities about their own development
	<p>Trinity house</p> <p>Children will learn:</p> <ul style="list-style-type: none"> 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>There are no videos for this session.</p> <p>At the heart of this session is a story about Lucy and her family, which you may wish to play during a carpet time session. Through the story, pupils will be introduced to the concept of the Trinity and think about what the Trinity</p>		<p>Success Criteria:</p> <ul style="list-style-type: none"> Children will engage with Lucy's story and answer questions Children will reflect and take part in discussions about what being made in the image of God means for how they should live



	<p>means for them. This is a simple teaching that we will return to in more complexity in later years.</p>		
	<p>The communities we live in Children will learn:</p> <ul style="list-style-type: none"> • 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.); • About what harms and what improves the world in which we live. <p>In this session, children will learn about the different communities that they are part of, local and global. They will think about what it means to belong to a community and the rights and responsibilities that come with it.</p> <p>Children will also learn that how they act can help or harm their communities</p>	<p>- 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.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Children will take part in activities about different communities • Children will answer questions about their community responsibilities • Children will know that how they act can help or harm the world around them