



	<b>Module 1-Autumn</b> Created and loved by God	<b>Module 2 -Spring</b> Created to love others	<b>Module 3 -Summer</b> Created to live in community
<b>Pre - School/Nursery</b> EYFS Programme	<p><b>Unit 1: Religious understanding</b>  <i>The story of creation – HANDMADE WITH LOVE</i>  <u>KPI's:</u>                      -Articulate that they are created individually by God as part of His creation plan                      -Can give thanks to God!</p> <p><b>Unit 2: Me, my body, my health</b>  <i>I am me! SESSION 1</i>  <u>KPI's:</u>                      -Engage with discussions and group activities                      -Be able to articulate what makes them unique</p> <p><b>Unit 3: Emotional well-being</b>  <i>I like, you like, we all like – SESSION 1</i>  <u>KPI's:</u>                      -Appreciate that we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)                      -Can complete activities to show trust in one another</p> <p><b>Unit 4: Life Cycles</b>  <i>Growing up – SESSION 1</i>                      -Recognise the stages of life, from birth to adult and speak those terms.</p>	<p><b>Unit 1: Religious understanding</b>  <i>Role model – SESSION 1</i>  <u>KPI's:</u>                      -Tell others we are part of God's family                      -Care for others like Jesus cared for others and wanted them to live good lives like him                      -Tell others we should love other people in the same way God loves us</p> <p><b>Unit 2: Personal relationships</b>  <i>Who's who – SESSION 1</i>  <u>KPI's:</u>                      -To identify special people (e.g. parents, carers, friends) and what makes them special                      -Recognise different types of families using images.                      - Know the importance of telling the truth at home.  <i>You've got a friend in me – SESSION 2</i>  <u>KPI's:</u>                      -Recognise how their behaviour affects other people and that there is appropriate and inappropriate behaviour                      -Recognise people we love as family and others as friends.                      -Be exposed to the idea of different types of teasing and that all bullying is wrong and unacceptable</p> <p><b>Unit 3: Keeping safe</b>  <i>Safe inside and out – SESSION 1</i>  <u>KPI's:</u>                      -Be told about safe and unsafe situations indoors and outdoors, including online.                      -Know that they can ask for help from their special people.  <i>My body, my rules - SESSION 2</i>  <u>KPI's:</u>                      -To know they are entitled to bodily privacy                      -That they can and should be open with 'special people' they trust if anything troubles them                      -Understand that there are different people we can trust for help, especially those closest to us who care for us, including our teachers.</p>	<p><b>Unit 1: Religious understanding</b>  <i>God is love – SESSION 1</i>  <u>KPI's:</u>                      -Tell others that God is love: Father, Son and Holy Spirit when making the sign of the cross                      -Explain that God made me and my friends so we should look after each other.  <i>Loving God, loving others – SESSION 2</i>  <u>KPI's:</u>                      -Know the term community, and that God calls us to live in community with one another                      -Know scripture comes from the Bible and illustrates the importance of living in a community                      -Recognise that no matter how small our offerings, they are valuable to God and He can use them for His glory.</p> <p><b>Unit 2: Living in the wider world</b>  <i>Me, you, us. – SESSION 1</i>  <u>KPI's:</u>                      -Name the various communities, such as home, school, parish that they belong to.                      -Demonstrate helping at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.                      -Demonstrate a duty of care for others and for the world we live in (charity work, recycling, etc.)                      -Know about what harms and what improves the world in which they live</p>



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<b>Reception</b> EYFS Programme	<b>Unit 1: Religious understanding</b> <i>The story of creation – HAND MADE WITH LOVE</i> <u>KPI's</u> – Explain they are created individually by God as part of His creation plan – Recognise we are God's children and are special – Know our bodies were created by God and are good – Give thanks to God! <b>Unit 2: Me, my body, my health</b> <i>I am me! - SESSION 1</i> <u>KPI's:</u> -Explore the word unique and know we are each unique, with individual gifts, talents and skills. -Recognise similarities and differences we have between me and my friends. <i>Head, shoulders, knees and Toes – SESSION 2</i> <u>KPI's</u> -Know that their bodies are good and made by God -Know the names of the parts of the body (not genitalia) <i>Ready Teddy -SESSION 3</i> <u>KPI's:</u> -Recognise that our bodies are good and we need to look after them • Explain what constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene  <b>SEE NEXT PAGE</b>	<b>Unit 1: Religious understanding</b> <i>Role model – SESSION 1</i> <u>KPI's:</u> -Tell others we are part of God's family -Care for others like Jesus cared for others and wanted them to live good lives like him -Tell others we should love other people in the same way God loves us <b>Unit 2: Personal relationships</b> <i>Who's who - SESSION 1</i> <u>KPI's:</u> -To identify special people (e.g. parents, carers, friends) and what makes them special -Recognise different types of families using images. - Know the importance of telling the truth at home. <i>You've got a friend in me – SESSION 2</i> <u>KPI's:</u> -Recognise how their behaviour affects other people and that there is appropriate and inappropriate behaviour -Recognise people we love as family and others as friends. -Be exposed to the idea of different types of teasing and that all bullying is wrong and unacceptable <b>Unit 3: Keeping safe</b> <i>Safe inside and out – SESSION 1</i>  <b>SEE NEXT PAGE</b> <u>KPI's:</u> -Be told about safe and unsafe situations indoors and outdoors, including online.  -Know that they can ask for help from their special people. <i>My body, my rules - SESSION 2</i> <u>KPI's:</u> -To know they are entitled to bodily privacy -That they can and should be open with 'special people' they trust if anything troubles them	<b>Unit 1: Religious understanding</b> <i>God is love – SESSION 1</i> <u>KPI's:</u> -Tell others that God is love: Father, Son and Holy Spirit when making the sign of the cross -Explain that God made me and my friends so we should look after each other. <i>Loving God, loving others - SESSION 2</i> <u>KPI's:</u> -Know the term community, and that God calls us to live in community with one another -Know scripture comes from the Bible and illustrates the importance of living in a community -Recognise that no matter how small our offerings, they are valuable to God and He can use them for His glory. <b>Unit 2: Living in the wider world</b> <i>Me, you, us. - SESSION 1</i> <u>KPI's:</u> -Name the various communities, such as home, school, parish that they belong to. -Demonstrate helping at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. -Demonstrate a duty of care for others and for the world we live in (charity work, recycling, etc.) -Know about what harms and what improves the world in which they live



	<p><b>Unit 3: Emotional well-being</b>  <i>I like, you like, we all like – SESSION 1</i>  <u>KPI's:</u>                      -Appreciate that we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)                      -Can complete activities to show trust in one another                      -Use the words respect and love.                      -Show compassion in their play.  <i>Good feelings, bad feelings – SESSION 2</i>  <u>KPI's:</u>                      - Developed a language to describe their feelings                      -Have an understanding that everyone experiences feelings, both good and bad                      -Can display simple strategies for managing feelings  <i>Let's get real – SESSION 3</i>  <u>KPI's:</u>                      -Demonstrate making good choices and knowing bad choices.                      -Be able to say sorry and forgive like Jesus</p> <p><b>Unit 4: Life Cycles</b>  <i>Growing up – SESSION 1</i>  <u>KPI's:</u>                      -Recognise the stages of life, from birth to adult and label images accordingly.</p>	<p>-Understand that there are different people we can trust for help, especially those closest to us who care for us, including our teachers.  <i>Feeling poorly – SESSION 3</i>  <u>KPI's:</u>                      -Explain that medicines should only be taken when a parent or doctor gives them to us.                      -Know that medicines are not sweets.                      - Recognise that we should always try to look after our bodies because God created them and gifted them to us.  <i>People who help us - SESSION 4</i>  <u>KPI's:</u>                      -Name lots of jobs designed to help us.                      -Know paramedics help us in a medical emergency.                      -Be aware of First Aid and how it can be used in non-emergency situations, as well as whilst waiting for an ambulance</p>
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