



# RSHE AUDIT AND PROVISION MAP



Relationships and Sex Education				Audit of Current Practice			
KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	Catholic Virtues	PSHE	CST	Ten:Ten	OTHER
<b>KEY STAGE 1 / EYFS</b> <b>Understanding Self &amp; how to relate to Others</b>  <b>Curriculum Link – Our Lives</b>	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>know that they are made by God and are precious</li> <li>value themselves and others as God's children</li> <li>know God loves each one &amp; God knows each person's name</li> </ul>	Families Y 1 Beginnings Y2 Treasures Y2 Families Y1 Beginnings Y2 Myself R	I am respectful.  I treat others as I would like to be treated.  I show courtesy to everyone as we are all made in God's image.	Harvest celebration,	Dignity	Module One: Created and Loved by God: <ul style="list-style-type: none"> <li>Unit 1: Religious Understanding</li> <li>Unit 2: Me, My Body, My Health</li> </ul>	Whole school and class assemblies CAFOD Advent 1 Theme Our Lives
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>identify and value similarities and differences between people</li> </ul> <b>PEOPLE &amp; COMMUNITIES - Early Learning Goal:</b> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	Other Faiths (all) Neighbours Y1	I am respectful.  I treat others as I would like to be treated.  I show courtesy to everyone as we are all made in God's image. I show love for my neighbour through my actions,	Visits from local police, Rights respecting school award, Fair Trade work, visits from/to people of other faiths, Chinese New Year NSCP Difference and Diversity Anti Bullying	Dignity of the Human Person	<ul style="list-style-type: none"> <li>Unit 3: Emotional Well-Being</li> <li>Unit 4: Life Cycles</li> </ul> Module 2: Created to Love Others: <ul style="list-style-type: none"> <li>Unit 1: Religious Understanding</li> <li>Unit 2: Personal Relationships</li> <li>Unit 3: Keeping Safe</li> </ul>	Global Awareness work, Cafod work, work on other faiths. CAFOD Influencer work Advent 2 Theme – Our Diversities
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>identify and be able to talk with someone they trust</li> </ul> <b>SELF CONFIDENCE &amp; SELF AWARENESS - Early Learning Goal:</b> <ul style="list-style-type: none"> <li>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will</li> </ul>	Families Y1	I tell the truth.  I am reliable and trustworthy.  My actions match my words.	ELSA in school DSL pictures clearly displayed. EMUS Being Safe			Circle Times, child-led liturgies, school performances and assemblies, pupil questionnaires

	choose the resources they need for their chosen activities. They say when they do or don't need help.		I am honest with myself and others even when it is difficult				
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>recognise safe and unsafe situations and use simple rules for dealing with strangers and for resisting pressure when they feel unsafe or uncomfortable</li> </ul>			Police , School Nurse, Road safety training, cyber bullying and e-safety, water safety, fire service Emus year 2 Being Safe			NSPCC Forest School Emus
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>know the basic rules for keeping themselves healthy</li> </ul> <b>HEALTH &amp; SELF CARE - Early Learning Goal:</b> <ul style="list-style-type: none"> <li>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>			Healthy eating, safe hand-washing, Evolve, children taught to name the parts of the body, 'good and bad touching' at age appropriate level (NSPCC) Me and My body Being Healthy First Aid			Intra-school competition PE Lessons Science
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>listen and co-operate with others</li> </ul> <b>LISTENING &amp; ATTENTION - Early Learning Goal:</b> <ul style="list-style-type: none"> <li>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>	Belonging Y1 Change Y1 (LF3)		Activities designed to promote the CRC, School Council			intra-school competitive sport, Circle Times, drama Forest School choral speaking, team performance singing

KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	Catholic Virtues	PSHE	CST	Ten:Ten	OTHER
<b>KEY STAGE 1 /</b> <b>EYFS</b> <b>Family, Friendship, Church, Community</b>  <b>Our Lives</b> <b>Our Diversities</b>	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>recognise they belong to a family, know that families should be special and understand that family members should care for each other and share</li> </ul>	Families Y1 Meals Y1	I am grateful for all I have and praise God for all he has given me.	Stay and Play, grandparent readers, classroom volunteers, Vocations Week	Solidarity Dignity	Module 2: Created to Love Others: <ul style="list-style-type: none"> <li>Unit 1: Religious Understanding</li> <li>Unit 2: Personal Relationships</li> <li>Unit 3: Keeping Safe</li> </ul> Module 3: Created to Live in Community: <ul style="list-style-type: none"> <li>Unit 1: Religious Understanding</li> <li>Unit 2: Living in the Wider World</li> </ul>	Wants/needs work – Rights class Collective Worship. House Groups Parish masses
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>know about the needs of babies and young people and the importance of positive parenting</li> </ul>		I show my love for God through my loving concern for everyone especially those in need of my help.	New babies introduced, role-play baptism, Being Healthy Me and My Body	Option for the poor and vulnerable		Child-led liturgies focusing on sacrament of baptism Science
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>recognise the school and parish as a caring community</li> <li>know &amp; understand that we are welcomed into our school &amp; parish family</li> </ul>	Signs & Symbols Y2 Special People Y1 Welcome F2	show courtesy to everyone as we are all made in God's image. I show my love for God through my loving concern for everyone especially those in need of my help.  I treat others with the respect and kindness that I would	Rights Respecting, Good Buddies, Buddy Bus Stop Being Me	Dignity Dignity of participation		Mission Statement – developed by all stakeholders, shared parish functions, volunteers from the parish working in school Parish Masses

			want for myself.				
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>recognise that all are part of God's family</li> </ul>	Families Y1	I Trust that God's love has no end and that He is at work in my life and in the world.	Being Me Difference and Diversity	Dignity Solidarity Common Good		Lent and Advent Activities
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>appreciate celebrations marking birthdays and special occasions</li> <li>know &amp; understand what a birthday is for</li> </ul>	Preparing Y2 Opportunities Y2 Birthdays F2	I am grateful for all I have and praise God for all he has given me.	Celebrating anniversaries, May Day, Ash Wednesday, Day, Chinese New Year, Remembrance Feast of the Sacred Heart			Pray and celebrate in assembly, Christmas/ Easter/Leavers Performances
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>appreciate relationships – family &amp; friends and how they work together, share, share feelings and talk, play together and pray together</li> <li>Know &amp; understand we can make friends</li> </ul> <b>PEOPLE &amp; COMMUNITIES - Early Learning Goal:</b> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	Thanksgiving Y2 Rules Y2 Being Sorry Y2 Families Y1 Friends F2	I know that every act of kindness helps build God's Kingdom.	Stay and Play, Vocations Week Difference and Diversity Being Me Exploring Emotions			Advent Prayer bags, Lenten preparation bags, homework INVITS TO Parish masses/ stations of the Cross/ School masses
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>know that saying sorry is important</li> </ul>	Rules Y2 Being Sorry Y1 Change Y1 (LF3)	I accept God's Forgiveness.	Restorative Justice Named Person,	Peace		Lenten/Advent preparation

			I show my love for God by forgiving others and myself.				and confessions Behaviour Policy
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>identify and share their feelings with others and develop an ability to deal with their emotions</li> </ul> <b>MAKING RELATIONSHIPS - Early Learning Goal:</b> <ul style="list-style-type: none"> <li>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>	Being Sorry Y1 (LF6)  Friends F2	I am able to wait because some things take time.  I trust in God and wait calmly with self-control.	Social Stories, Art Therapy, Circle Time, Exploring Emotions	Common good Solidarity		Restorative Justice, Out-of-school Club ELSA support Behaviour Policy
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>recognise that their feelings and actions affect other people</li> </ul> <b>MANAGING FEELINGS &amp; BEHAVIOUR - Early Learning Goal:</b> <ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>	Belonging Y1 Rules Y2  Being Sorry Y2	I show my love for God through my loving concern for everyone especially those in need of my help.  I treat others with the respect and kindness that I would want for myself.	Social Stories, Art Therapy, Circle Time, Difference and Diversity Exploring emotions Anti – Bullying	Option for the Poor Solidarity Peace		Restorative Justice, Behaviour Policy ELSA sessions

KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	Catholic Virtues	PSHE	CST	Ten:Ten	OTHER
<b>KEY STAGE 1 / EYFS</b> <b>Know about emotional and physical development</b>  <b>Our Lives</b> <b>Our Futures</b>	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>know themselves as male and female</li> </ul> <b>UNDERSTANDING THE WORLD - Early Learning Goal:</b> <ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things.</li> </ul>		I am grateful for all I have and praise God for all he has given me.	Naming body parts Being me Me and my Body	Dignity Creation	Module One: Created and Loved by God: <ul style="list-style-type: none"> <li>Unit 1: Religious Understanding</li> <li>Unit 2: Me, My Body, My Health</li> <li>Unit 3: Emotional Well-Being</li> <li>Unit 4: Life Cycles</li> </ul>	Animal babies – Science
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>know and understand the process of growth from young to old and how people's needs change</li> </ul>			Babies brought into school by community members Being me Me and my Body	Dignity Creation		Visit to farm to see animal babies and matured specimens, life cycles and processes - Science
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>recognise and compare the main external body parts of human bodies (learn the names of the main body parts)</li> </ul>	Yr 1		Being me Me and my Body	Dignity		Science – living things, educational visit
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>recognise the similarities and differences between themselves and others and treat others with sensitivity</li> </ul> <b>PEOPLES &amp; COMMUNITIES - Early Learning Goal:</b> <ul style="list-style-type: none"> <li>They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	Other Faiths (all)	I show my love for God through my loving concern for everyone especially those in need of my help.  I treat others with the respect and kindness that I would want for myself.	Rights Respecting, Circle Time, work on Differences and Diversity	Solidarity Option for the Poor		Geography – looking at weather and climate Our Diversities Our Influencers
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>know and understand that humans and animals can produce offspring and these grow into adults (notice that animals,</li> </ul>	Yr 2  Growing F2			Creation		Science – living things

	including humans, have offspring which grow into adults) <ul style="list-style-type: none"> <li>Know &amp; understand about growth in nature</li> </ul> <b>THE WORLD - Early Learning Goal:</b> <ul style="list-style-type: none"> <li>They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>						
KEY STAGE STRAND	LEARNING OUTCOMES	Come & See	Catholic Virtues	PSHE	CST	Ten:Ten	OTHER
<b>KEY STAGE 1 / EYFS</b> <b>Celebrating faith in prayer, worship and action</b>  <b>Our Faith</b>	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>develop their relationship with God through prayer and acts of worship</li> </ul>	All topics	All	All	Dignity Peace	Module 3: Created to Live in Community: <ul style="list-style-type: none"> <li>Unit 1: Religious Understanding</li> <li>Unit 2: Living in the Wider World</li> </ul>	School/class assemblies, child-led liturgies, daily prayer, saying grace before lunch
	<b>Key Stage 1:</b> <ul style="list-style-type: none"> <li>engage in actions motivated by the life and teaching of Christ</li> </ul>	All topics	All	All			Child-led liturgy, May Procession, Prayer Area, volunteer to help within the classroom (e.g. share a game or play with a friend).



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<b>KEY STAGE 2</b> <b>Understanding Self &amp; how to relate to Others</b> <b>Our Lives</b>	<ul style="list-style-type: none"> <li>value themselves as a child of God, and their body as God's gift to them</li> </ul>	Ourselves Y5	I know what really matters in life.  I am grateful for all I have and praise God for all he has given me.	Difference and Diversity	Dignity Solidarity Option for the Poor	Module One: Created and Loved by God: <ul style="list-style-type: none"> <li>Unit 1: Religious Understanding</li> <li>Unit 2: Me, My Body, My Health</li> </ul>	Our Lives
	<ul style="list-style-type: none"> <li>recognise their own worth and identify positive things about themselves</li> </ul>	Self-Discipline Y4 Ourselves Y5	I will not give up.  I will have faith and hope even when things are difficult.	Circle Time, DART Difference and Diversity	Dignity	<ul style="list-style-type: none"> <li>Unit 3: Emotional Well-Being</li> <li>Unit 4: Life Cycles</li> </ul> Module 2: Created to Love Others: <ul style="list-style-type: none"> <li>Unit 1: Religious Understanding</li> </ul>	Inter and intra-school competition, work with visitors from other schools
	<ul style="list-style-type: none"> <li>appreciate that life is precious &amp; a gift from God</li> </ul>	Neighbours Y1 Treasures Y2	All	Calming the Storm	Common Good	<ul style="list-style-type: none"> <li>Unit 2: Personal Relationships</li> </ul>	Our Lives
	<ul style="list-style-type: none"> <li>listen to and support others, and respect other people's viewpoints and beliefs</li> </ul>	Other Faiths (all) – including work with St Lawrence Academy Common Good Y6 Freedom & Responsibility Y5	I treat others with the respect and kindness that I would want for myself.	School Parliament, Eco Warriors, Restorative Justice, visits from local MP Difference and Diversity Protected Characteristics	Peace	<ul style="list-style-type: none"> <li>Unit 3: Keeping Safe</li> </ul>	Inter and intra-school competition, work with visitors from other schools Anti-radicalisation -learning how to say no
	<ul style="list-style-type: none"> <li>understand that bullying is wrong, different forms of bullying and the feelings of both victims and bullies</li> </ul>		I am respectful.  I treat others as I would like to be treated.  I show courtesy to everyone as	eSafety, Safer Internet Day, Primary, Anti-Bullying Week Difference and Diversity Protected Characteristics			

			<p>we are all made in God's image.</p> <p>I show my love for God through my loving concern for everyone especially those in need of my help.</p> <p>I treat others with the respect and kindness that I would want for myself.</p>				
	<ul style="list-style-type: none"> <li>see things from other people's viewpoints, for example, their parents, carers and teachers</li> <li>form opinions (for example about relationships and bullying) and express them to a variety of people</li> </ul>	<p>Witness Y6</p> <p>Common Good Y6</p>	I think of others and notice when they need help.	eSafety, Safer Internet Day, DB Primary, Anti-Bullying Week Difference and Diversity	Peace Solidarity		Behaviour Policy – Reflective sheets Debates- History and RE
	<ul style="list-style-type: none"> <li>recognise different risks in different situations and appropriate safe responses</li> </ul>			Fire Safety, Water Safety, Litter Picks, Safe Cycling, Safe Hand Washing, Pedestrian Skills Road Safety	Peace		Forest School
	<ul style="list-style-type: none"> <li>identify adults they can trust and ask for help</li> </ul>			DART Anti Bullying Protected Characteristics	Solidarity		Whole School Assemblies People who help us First Aid

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<b>KEY STAGE 2</b> <b>Family, Friendship Church, Community</b>  <b>Our Lives</b> <b>Our Diversities</b>	<ul style="list-style-type: none"> <li>be more self-confident in a wide range of new social situations, such as seeking new friends or taking on responsibilities in school, in the parish and at home</li> </ul>	Homes Y3 Visitors Y3		Eco Warriors School Parliament Faith in Action	Solidarity	Module 2: Created to Love Others: <ul style="list-style-type: none"> <li>Unit 1: Religious Understanding</li> <li>Unit 2: Personal Relationships</li> <li>Unit 3: Keeping Safe</li> </ul>	School performances and competition entries, , class assemblies and collective worship, STEM, , Fair Trade, Food Bank,
	<ul style="list-style-type: none"> <li>understand that every family is different</li> </ul>	People Y4	I treat others with the respect and kindness that I would want for myself.	Difference and Diversity DART	Solidarity	Module 3: Created to Live in Community: <ul style="list-style-type: none"> <li>Unit 1: Religious Understanding</li> <li>Unit 2: Living in the Wider World</li> </ul>	family trees, assembly talks, work on the Royal Family
	<ul style="list-style-type: none"> <li>recognise the many relationships in which they are involved, e.g. parents, family, friends, Church and various groups and communities</li> </ul>	Called Y4 Community Y4 Life Choices Y5 Mission Y5	I show courtesy to everyone as we are all made in God's image.		Solidarity Peace		Work with the Parish, Priest visiting school, House groups, Feast Day celebrations with the parish
	<ul style="list-style-type: none"> <li>recognise differences and similarities between people in the school and wider community and know these can arise from a number of factors, including cultural, ethnic, racial, religious, gender and disability</li> </ul>	Other Faiths (all) Common Good Y6 Mission Y5 (LF6)	I encourage others to use their gifts to serve.  I know that every act of kindness helps build	Difference and Diversity Anti-Bullying Protected Characteristics	Option for the poor Solidarity		Our Diversities Our Influencers Local Community work Other Faiths

			God's Kingdom. I show courtesy to everyone as we are all made in God's image.				
	<ul style="list-style-type: none"> <li>recognise and challenge stereotypes, for example in relation to gender</li> </ul>	Other Faith (all)	I am respectful.  I treat others as I would like to be treated.	Protected Characteristics	Option for the poor Solidarity		Whole-school assemblies, History work, class collective worship and key stage collective worship
	<ul style="list-style-type: none"> <li>recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness</li> </ul>	All Reconciliation topics	I accept God's Forgiveness.  I show my love for God by forgiving others and myself.  I let go of my hurt feelings and give myself a new start  I give others a new start		Peace		Father comes to hear confession Behaviour Policy
	<ul style="list-style-type: none"> <li>understand the need for respect, love and trust in relationships</li> </ul>	Gift Y4 Unity Y6	I am respectful.	Rights Respecting DART	Solidarity Dignity		Behaviour Policy HEART values

		Listening and Sharing Y3 Life Choices Y5	I treat others as I would like to be treated.  I show courtesy to everyone as we are all made in God's image.	Calming the Storm	Option for the poor Peace		
	<ul style="list-style-type: none"><li>recognise appropriate and inappropriate touches and greetings and know what to do to resist pressure when they feel uncomfortable</li></ul>			Circle Time DART Calming the Storm	Dignity		School Assemblies, saying no assemblies,
	<ul style="list-style-type: none"><li>listen to and support their friends and manage friendship problems</li></ul>	Building Bridges Y4 Unity Y6 Giving All Y3	I am honest with myself and others even when it is difficult.				
	<ul style="list-style-type: none"><li>recognise that they can make good choices and bad choices; that all the choices they make have consequences and be able to anticipate the results of them</li></ul>	Loving Y6 Choices Y3 Building Bridges Y4 Freedom & Responsibility Y5 Giving All Y3 Transformation Y5 (LF2)	1. I treat others as I would like to be treated.  I show courtesy to everyone as we are all made in God's image.	Rights Respecting, eSafety, British Values songs	Peace		
	<ul style="list-style-type: none"><li>begin to appreciate what is involved in bringing up children and what responsibilities parents have</li></ul>	Loving Y6 Homes Y3 (LF2)			Dignity		Science topics

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<b>KEY STAGE 2</b> <b>Know about emotional and physical development</b>  <b>Our Lives</b>	<ul style="list-style-type: none"> <li>know the rituals celebrated in Church that mark life, particularly birth, marriage and death</li> </ul>	Giving All Y3 Promises Y3 Called Y4 Life Choices Y5 Vocation Y6 Healing Y6 Giving Y5				Module One: Created and Loved by God: <ul style="list-style-type: none"> <li>Unit 1: Religious Understanding</li> <li>Unit 2: Me, My Body, My Health</li> <li>Unit 3: Emotional Well-Being</li> <li>Unit 4: Life Cycles</li> </ul>	Roleplay baptism, Remembrance Day, Bereavement Counselling, Class Collective Worship
	<ul style="list-style-type: none"> <li>know that they grow and change throughout life</li> </ul>						Science topics
	<ul style="list-style-type: none"> <li>recognise the changes that take place at puberty (e.g. emotional and physical changes) and how to deal with and express their feelings about themselves, their family and others in a positive way</li> </ul>	Homes Y3	I am grateful for all I have and praise God for all he has given me.				Science – Animals including humans
	<ul style="list-style-type: none"> <li>know and understand their bodies, the need for personal hygiene, that safe routines can stop the spread of viruses and how to combat disease (e.g. chicken-pox, tooth decay etc.)</li> </ul>						Work on micro-organisms in science
	<ul style="list-style-type: none"> <li>know and understand that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</li> </ul>						Science, e.g. reproduction of plants and animals
	<ul style="list-style-type: none"> <li>know about the main stages of the human life cycle (Describe the life cycles common to a variety of animals, including humans - growth, development, reproduction, death)</li> </ul>	Yr 5					Science KS2
	<ul style="list-style-type: none"> <li>Describe the life processes of reproduction in some plants and animals</li> </ul>						Science year 5
	<ul style="list-style-type: none"> <li>Describe the changes as humans develop from birth to old age</li> </ul>						Science Year 5

	<ul style="list-style-type: none"> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>						Inter and intra-school competition, Sports Day
	<ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>						Science
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<b>KEY STAGE 2</b> <b>Celebrating faith in prayer, worship and action</b>  <b>Our Faith</b>	<ul style="list-style-type: none"> <li>develop their relationship with God through prayer and acts of worship</li> </ul>	All topics	All	Throughout	All	Module 3: Created to Live in Community: <ul style="list-style-type: none"> <li>Unit 1: Religious Understanding</li> <li>Unit 2: Living in the Wider World</li> </ul>	Whole-school assemblies, History work, class collective worship and key stage collective
	<ul style="list-style-type: none"> <li>engage in actions they know are motivated by the life and teaching of Christ</li> </ul>	All topics	All	Throughout	All		Whole-school assemblies, History work, class collective worship and key stage collective