

The Foundation Stage.

In the Foundation Stage, children are growing in their awareness that they exist in relationships with other people beyond themselves and their immediate families. Understanding how they care and value themselves is a crucial part of developing self esteem and personal confidence in the early years. Only through having a sense of self worth can they begin to appreciate the worth of others. The following simple statements of personal growth could be used to guide development of behaviour and character with the under fives. They link with the Early Learning Goals (DfE 2014). Teaching about developing character at a young age is about recognising that they have a choice about how to behave towards themselves and other people.

In the foundation stage, we are growing to be:

- Children who notice others.
- Children who can think about others.
- Children who know somethings about God.
- Children who can talk about why they are feeling happy or sad.
- Children who choose kindness.
- Children who know what the truth means.
- Children who do our best.

Personal, social and emotional development: Early Learning Goals

- Self-confidence and self-awareness: 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 choose the resources they need for their chosen activities. They say when they do or don't need help.
- Managing feelings and behaviour: 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.

- Making relationships: 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.

Key Stage 1 & 2. Core theme 1: Growing in love for myself and God.

Children below the age of seven are really just beginning to understand how to relate to others in the world. The aim of this theme is to clarify how children take responsibility for their own behaviour and how this can effect the well being of others. They are statements of growth rather than attainment as they recognise many children at this age are pre-evangelised and are just developing habits of behaviour to shape their lives. Education in virtue is about journeys in relationships with oneself and with others, learning how to live a balanced, joyful life. As pupils progress through Key Stage Two they will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God. They should also learn how prayer enables them to reflect and develop a relationship with God and offers opportunities for reflection and growth. By the end of year six, they should begin to able to explain why they have made the choices they have made.

Key Stage One	Key Stage Two
<p style="text-align: center;">Pupils are growing to be able to:</p> <ul style="list-style-type: none"> • Know that they are special people made in the image and likeness of God. • Know that they are individuals and that they have gifts and abilities. • Be curious about themselves and their purpose in the world. • Notice the ways in which they are the same as or different from other people. • Respect and seek to understand difference. • Communicate their feelings to others. • Care about the feelings of others and know how Jesus cared for people. • Think about their behaviour, recognise the choices they make and how these affect other people. • Learn from their experiences, and say 'thank you' when appropriate. • Notice that they have talents and they can grow in these talents. • Know their responsibilities towards themselves, other people and creation. • Science Programme of Study • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Pupils should have opportunities to learn the names of the main body parts (including head, neck arms ,elbows etc) • Should be taught to notice that animals including humans have offspring which grow into adults • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Pupils should be introduced to the processes of reproduction and growth in animals...N.B they should not be expected to understand how reproduction occurs • Growing into adults can include reference to baby, toddler, child, teenager, adult. 	<p style="text-align: center;">Pupils are growing to:</p> <ul style="list-style-type: none"> • Understand that they can choose to have a friendship with God. • Identify, name and respond appropriately to a wider range of feelings in themselves and in others. • Value themselves as a child of God, believing life is precious and their body is God's gift to them. • Begin to be thankful for the gifts of God. • Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) • Recognise cause and effect in their actions and take personal responsibility. • Take increased responsibility for their safety and that of others. • Science Programme of Study • Describe the differences as humans develop towards old age. • Draw a time line to indicate the growth and development of humans. They should learn about changes experienced in puberty. • Work scientifically by researching the gestation periods of animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows. • Pupils should build on their learning about the main body parts and internal organs (skeletal, muscular and digestive system) • Pupils should learn how to keep their bodies healthy. • Describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird. • Describe the life process of reproduction in some plants and animals. • Pupils should find out about different types of reproduction and asexual reproduction in plants and sexual reproduction in animals. • Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.

Core theme 2: Growing in love for family, friends, faith and community.

Pupils learn how to live in relationships with others through experience and through following examples of fulfilling, happy relationships. These relationships will be within families, friendships and communities such as the classroom and the parish. They will also learn through growing in their 'love of neighbour', about compassion, kindness and being thoughtful. They should also begin to exercise some practical wisdom about behaviour that is good and behaviour that is risky or negative, such as bullying or any form of abuse and recognise that asking for help when a relationship feels wrong is brave and courageous. They will begin to appreciate difference in relationships and the importance of treating everyone equally.

Key Stage One	Key Stage Two
<p style="text-align: center;">Pupils are growing in understanding about:</p> <ul style="list-style-type: none"> • Their part in their family. • Their invitation to be part of a wider family of God. • To develop their relationship with God through prayer, acts of worship and the choices they make about behaviour. • Their belonging in various groups as communities such as home, school and parish. • That things they do can hurt themselves and others. • That sometimes they need to say sorry to people because of their behaviour. • That they are responsible for their immediate environment. • People who care for them, such as, their family networks. • Who to go to if they are worried. • When saying 'no' is O.K., to peers and adults. • The difference between sharing a serious incident and telling tales. • How their behaviour can hurt other people physically and emotionally and how other people can hurt them. • To recognise unkind behaviour, either by them, towards them or others, how to respond, who to tell and what to say. • That teasing and bullying are unkind behaviours because they cause distress. • How to resist joining in with teasing or bullying if they experience or witness it. • Who to go to if they are unhappy about being teased or if they feel they are being bullied. 	<p style="text-align: center;">Pupils should grow in learning:</p> <ul style="list-style-type: none"> • About forgiveness, recognising its importance in relationships and know something about Jesus' teaching on forgiveness. • About relationships in families. <ul style="list-style-type: none"> • That, with their family, they share responsibility for staying healthy and safe and they may be supported by other agencies to maintain wellbeing. • To be aware of different types of relationships including those between acquaintances, friends, relatives and family. • About relationships with friends. <ul style="list-style-type: none"> • To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares. • To judge what kind of physical contact is acceptable or unacceptable and how to respond. • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help. • About relationships with people of faith. <ul style="list-style-type: none"> • To value the diversity of national, regional, religious and ethnic identities in the United Kingdom and beyond. • That the Church is a community of faith. • Know the rituals celebrated in Church that mark life, particularly birth, marriage and death and that these are part of Christian beliefs. • That marriage in a Church is a sacrament and involves God in the loving relationship between the couple. It is based on mutual consent. • About relationships in communities. <ul style="list-style-type: none"> • That being part of a community means working together for common aims. • That they are part of many local, national and international communities. • That being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being in a group means taking part in making and changing rules. • Marriage can be civil union, a public demonstration of the free commitment made between two people who love and care for each other who want to spend their lives together and are of legal age to make that commitment.

Core theme 3: Growing in love for my character and well being.

God calls us to live in friendship with Him. This shows we are worthy of love. Pupils need to grow in their understanding that God has been generous towards them by giving them a body, mind and spirit. As part of a relationship with God we are called to care for our bodies and know that they change emotionally and physically. As they grow, pupils should develop their self respect and self confidence through understanding their emotional and physical development. From understanding that they are unique, pupils should appreciate diversity and respect others as equals, as individuals, in groups and in communities. They should have a sense of justice, understanding rights and responsibilities and have a growing sense of purpose about their lives.

Key Stage One	Key Stage Two.
<p data-bbox="376 448 891 475">Pupils should grow to learn about:</p> <ul data-bbox="159 480 1108 1082" style="list-style-type: none"> • The belief that they have worth as a creation of God. • That their life has a purpose and to fulfil this purpose they must keep themselves safe, physically and through growing self confidence. • To recognise what they like and dislike, how to make real informed choices that improve their emotional and physical health to recognise that choices can have good and not so good consequences. • Responsibilities for their own health which include physical health, such as why hand washing is important, why diet and exercise matter and the importance of dental care. • How to recognise the difference between secrets and surprises and the importance of not keeping adult secrets only surprises. • Names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls, knowing they are equally part of God's creation. • Reflecting on good and not so good feelings, developing a vocabulary to describe their feelings to others and simple strategies for managing feelings. • The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment). 	<p data-bbox="1272 448 1933 475">Pupils should have the opportunity to learn:</p> <ul data-bbox="1128 480 2078 1082" style="list-style-type: none"> • That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal. • That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God. • That being truthful includes knowing when to keep a secret, when not agree to this and when it is right to break a confidence or break a secret. • That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media). • About what puberty involves and how their body and emotions will change as they approach and move through puberty, growing into adults. • To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable, unhealthy or risky way can come from many sources such as people they know and media. • When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong.

	<ul style="list-style-type: none">• That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand the concept of a balanced lifestyle.• To extend their vocabulary of emotion, to explain both the range and intensity of their feelings to others and to recognise that they may experience conflicting emotions and when they might need to listen to their emotions and some ways to control them.• About change including transitions (between key stages and schools) loss, separation, divorce and bereavement.
	<ul style="list-style-type: none">• To know that some rights are universal, these are human rights.• Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God.• How British law plays a role in protecting human rights.• Understanding that actions such as female genital mutilation (FGM) are abusive and a criminal breach of human rights and how to get support if they have fears for themselves or their peers.