

HRSE – CT1

Our behaviour can have a positive or negative impact on those around us and we recognise that we are responsible for our own actions .

HRSE - CT2

All families are different but there are many things that we have in common such as helping and supporting each other. There are rules to protect us when we are with our family and keep everyone at home safe and well.

Religious Education

There are times when it is difficult to follow the rules that God gave us. When we make a mistake, we can ask for forgiveness. We recognise the sacrifice Mary made when she fulfilled her responsibility and said 'Yes' to God.

HRSE – CT3

Sometimes to keep everybody safe we must go over and above. The work of the St John's Ambulance Brigade is an excellent example of this. If we learn basic first aid, we may be able to help those around us in an emergency.

PSHE

To be a good friend, we need to understand what bullying is and how it can affect those around us. Bullying can occur online and in day-to-day life. If we are worried about bullying, there is support all around us.

Outcomes

AT1 – Retell the story of the Nativity including the Annunciation and the Visitation.

AT1 – Retell the story of the Parable of the Good Samaritan.

AT1 – What does the Parable of the Lost Son help us to believe?

AT1 – Why is Mary important to The Church?

AT1 – How might the Parable of the Good Samaritan make you act towards someone who is different?

AT2 – Why do you think Mary chose to say 'Yes' to God?

AT3 – Which is the most important examples Mary sets for us? Why?

AT3 – How have the words of Pope Francis changed the way you think about friendship?

Y3:2

WHY ARE RULES
IMPORTANT?

Where Did
Rules Come
From?

Vocabulary

EMOTION – A person's internal state of being and response to an object or situation.

BONFIRE SAFETY – A way to behave on Bonfire Night that ensures the safety of all.

UNIQUE – Being one of its kind; rare; unusual.

SUPPORT – To help and serve.

PHYSICAL CONTACT – Person to person touching or the use of an object to touch another person.

LAW – A binding regulation or custom.

FIRST AID – Basic medical care given to an injury victim.

VOLUNTEER – A person who acts out of his own will.

CHALLENGE – A difficult task

HRSE – Core Theme 1

Our Behaviour Affects Others

HRSE – CT1 Key Knowledge 1

Identify, name and respond appropriately to a wider range of feelings in themselves and in others. (C)

HRSE – CT1 Key Knowledge 2

Recognise cause and effect in their actions and take personal responsibility. (M)

HRSE – CT1 Key Knowledge 3

Take increased responsibility for their safety and that of others. (M)

1 Timothy 4:12

'Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity.'

Learning Step 1

Develop vocabulary around positive and negative feelings.

Learning Step 2

Know how to recognise when people are feeling a particular way from their physical / behavioural cues.

Learning Step 3

Know ways in which our behaviour can influence the feelings of others (link to school rules).

Learning Step 4

Know that some behaviours are dangerous and that by keeping rules, we are keeping ourselves and others safe (link to bonfire safety).



HRSE – CT2 Key Knowledge 1

Relationships in all families should be respectful and they should respect other families and look for what is shared in common rather than emphasise difference. (C)

HRSE – CT2 Key Knowledge 2

That, with their family, they share responsibility for staying healthy and safe and they may be supported by other families to support well-being. (C)

HRSE – CT2 Key Knowledge 3

To be aware of different types of relationships including those between acquaintances, friends, relatives and families. (C)

HRSE – CT2 Key Knowledge 4

To judge what kind of physical contact is acceptable or unacceptable and how to respond. (P)

HRSE – CT2 Key Knowledge 5

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 to situations and being in a group means taking part in making and changing rules. (C)

Ephesians 6: 1

‘Children, obey your parents in the Lord, for this is right.’

HRSE – Core Theme 2



Rules in our Family

Learning Step 1

Know that each family is unique and recognise the shared elements between their family and other families.

Learning Step 2

Know that their family sometime needs the help and support of other families to keep safe and healthy (e.g. babysitting / borrowing / spending time together).

Learning Step 3

Know that physical contact is their choice and will depend upon the level of relationship they have with the other person.

Learning Step 4

Know that laws / rules are there to protect us and there are some laws that mean physical contact is not OK (smacking etc).

Religious Education

Freedom & Responsibility

Key Text:

The Parable of the Lost Son

Key Text:

The Visitation

John 11:25-26

And he came to her and said, "Greetings, O highly favoured one, the Lord is with you!"

Key Text:

The Annunciation

Key Text:

The Birth of Jesus



The Conestable Madonna by Raphael

RE Key Knowledge 1

The joys and challenges that freedom and responsibility bring.
(C)

RE Key Knowledge 2

The role of Mary as Mother of Jesus, as the first disciple and Mother of the Church. (C)

Learning Step 1

Know that there are times when the responsibility of following God's teachings can be challenging and we sin (including revision of 10 Commandments).

Learning Step 2

Know that God always forgives us and can give an example of this (Luke 15: 11-32).

Learning Step 3

To know that Mary, as the mother of Jesus, sets a good example as Mother of the Church – humility (Luke 1: 26 – 38).

Learning Step 4

To know that Mary, as the mother of Jesus, sets a good example as Mother of the Church – charity (Luke 1: 39 - 56).

Learning Step 5

To know that Mary, as the mother of Jesus, sets a good example as Mother of the Church – Love of God (Luke 2: 1 - 21).

Learning Step 6

Know the 'Hail Mary'.

HRSE – Core Theme 3



Responding to the Needs of Others

HRSE – CT3 Key Knowledge 1

That all people have worth and dignity as creatures of God. All lives have purpose and we are all created equal. (C)

HRSE – CT3 Key Knowledge 2

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. (C)

HRSE – CT3 Key Knowledge 3

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). (C)

HRSE – CT3 Key Knowledge 4

When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy what makes them uncomfortable, anxious or that they believe to be wrong. (P)

Luke 10: 29

‘But he, desiring to justify himself, said to Jesus, “And who is my neighbour?”’

Key Text:

The Parable of the Good Samaritan

Learning Step 1

Know that in order to maintain respectful relationships with members of their family they must listen to each other and try to understand the others point of view and further develop their listening skills.

Learning Step 2

Know about the work of St John’s Ambulance and recognise the benefit of voluntary and service based activity on mental well-being and happiness.

Learning Step 3

Learn basic first aid skills.

PSHE Friendship Rules



PSHE Key Knowledge 1

R11. What constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships. (C)

PSHE Key Knowledge 2

R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. (P)

PSHE Key Knowledge 3

R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. (P)

PSHE Key Knowledge 4

R16. How friendships can change over time, about making new friends and the benefits of having different types of friends. (C)

PSHE Key Knowledge 5

R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. (P)

PSHE Key Knowledge 6

R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable how to manage this and ask for support if necessary. (P)

PSHE Key Knowledge 7

R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. (C)

PSHE Key Knowledge 8

R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online, how to report and get support. (M)

Learning Step 1

Know that the internet has many benefits and the importance of balancing time online with other activities (introduce the concept of age restrictions for online games / social media).

Learning Step 2

Know that friendships are important and know how to be a good friend and who to turn to if any friendships is making them uncomfortable.

Learning Step 3

Know that the same principles about friendships apply with online friendships and recognise the effect of online actions on others.

Learning Step 4

Know that when things go wrong, we have the opportunity to reframe unhelpful thinking and approach any problem with a positive attitude.

Learning Step 5

Know what peer influence is and develop strategies for managing it.

Learning Step 6

Know about the impact on bullying (online and offline), including unwanted physical contact.

Ephesians 4:32

'Be kind to one another,
tender-hearted, forgiving one
another, as God in Christ
forgave you.'

Key Text:

Fratelli Tutti



Stunning Start:

Enrichment:

Resources:

Celebration:

Planning Ideas: