

## PSHE

### Significant people

#### Aspire London will:

- Develop pupils' knowledge and understanding of the world and people, past and present, who shape it
- Provide identifiable role models to raise ambition and aspiration

### Community

#### Aspire London will:

- Immerse the children in the historically rich and diverse nature of London
- Give pupils an understanding of the positive impact of migration and a cultural appreciation of our community

### Equality & Justice

#### Aspire London will:

- Empower pupils to be advocates who address issues of prejudice and discrimination
- Ensure pupils value fairness and resolve differences through positive discussion

### Environmental Responsibility

#### Aspire London will:

- Educate children of the need to protect God's planet from environmental damage
- Create eco- friendly citizens who are aware of the impact of their individual actions and those of the wider world.



Autumn Term		Knowledge Gained	Skills Learnt	Vocabulary
Year 1	Me and my relationships	<p>To understand that classroom rules help everyone to learn and be safe.</p> <p>To know a range of feelings</p> <p>To know how feelings might make us behave</p> <p>To know that people's bodies and feelings can be hurt</p> <p>To know that they belong to various groups and communities such as their family</p> <p>To know simple qualities of friendship;</p> <p>To know what positive feedback is.</p> <p><i>To know we can give thanks to God in different ways</i></p> <p><i>To know we are part of God's family</i></p> <p><i>To know saying sorry is important and can mend friendships.</i></p> <p><i>To know Jesus cared for others and had expectations of them and how they should act</i></p> <p><i>To know we should love other people in the same way God loves us.</i></p>	<p>To explain their classroom rules and be able to contribute to making these</p> <p>To suggest strategies for someone experiencing 'not so good' feelings to manage these</p> <p>To suggest ways of dealing with different kinds of hurt</p> <p>To explain how these people help us and we can also help them to help us</p> <p>To Suggest simple strategies for making up.</p> <p>To give and receive positive feedback, and experience how this makes them feel.</p> <p><i>To reflect and pray to God</i></p> <p><i>To say sorry and forgive</i></p>	<p>feelings, emotions sad, happy, excited, tired, ill, angry, mad, upset, annoyed, help, rules, facial expressions, positive, negative, friends, friendship</p> <p><i>Gods family, sorry, forgiveness</i></p>
	Growing and changing	<p>To know the names of major internal body parts</p> <p>To understand the simple bodily processes associated with them</p> <p>To understand some of the tasks required to look after a baby</p> <p>To know the things they could do as a baby, a toddler and can do now;</p>	<p>To explain the simple bodily processes associated with them</p> <p>To explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding</p> <p>To Identify the people who help/helped them at those different stages.</p> <p>To identify situations as being secrets or surprises</p>	<p>ask, changing, development, differences, similarities, eye contact, cuddling, washing, changing, feeding, baby, toddler organ heart</p>

		<p>To know the difference between a secret and a nice surprise;</p> <p>To know who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</p>	<p>To recognise the range of feelings that are associated with loss</p>	<p>lungs intestines brain stomach oxygen digested</p> <p>body, head, neck, shoulders, elbow, hands, stomach, fingers, hips, knee, leg, foot, ankle toes</p>
Year 2	Me and My Relationships	<p>To know what would make a positive classroom environment</p> <p>To know a range of words to describe feelings;</p> <p>To know that people have different ways of expressing their feelings;</p> <p>To know helpful ways of responding to other's feelings</p> <p>To know what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two</p> <p>To know strategies for dealing with bullying</p> <p>To know that there are different types of bullying and unkind behaviour</p> <p>To know that bullying and unkind behaviour are both unacceptable ways of behaving</p> <p>To know that friendship is a special kind of relationship;</p> <p>To know how to deal with feelings</p>	<p>To suggest actions that will contribute positively to the life of the classroom</p> <p>To make a pledge based on actions discussed.</p> <p>To collaboratively write classroom rules</p> <p>To identify situations as to whether they are incidents of teasing or bullying.</p> <p>To rehearse strategies of dealing with bullying.</p> <p>To explain the difference between bullying and isolated unkind behaviour</p> <p>To identify some of the ways that good friends care for each other.</p> <p>To explain where someone could get help if they were being upset by someone else's behaviour.</p>	<p>express feelings controlled way fear surprise nervousness bullying teasing hurtful repetition power imbalance intentional physical verbal emotional online/cyber indirect</p> <p><i>Grateful</i></p>

		<i>To know we can give thanks to God in different ways</i>		<i>Faith Personhood</i>
	Valuing Difference	<p>To know that a person's behaviour can affect other people.</p> <p>To know people who are special to them;</p> <p>To know how it can make someone feel to be left out of a group.</p> <p>To know ways of helping someone who is feeling left out.</p> <p>To know what kind and unkind mean</p> <p>To know that being kind and unkind to people can impact others feelings.</p> <p>To know acts of kindness.</p> <p>To know how we show someone we are actively listening.</p> <p>To know what it means to negotiate.</p> <p><i>To learn that we are unique, with individual gifts, talents and skills.</i></p>	<p>To explain how a person's behaviour can affect other people.</p> <p>To explain why someone is special to them.</p> <p>To explain how it feel to be left out of a group</p> <p>To identify groups there are part of</p> <p>To explain how they can help someone who is feeling left out</p> <p>To identify act of kindness and unkindness</p> <p>To suggest kind words and actions</p> <p>To list ways to show we are actively listening</p> <p>To suggest strategies for dealing with a range of common situations where negotiation is involved.</p>	<p>making eye contact, nodding head, making positive noises, not being distracted,</p> <p>negotiate compromise act of kindness polite courteous</p> <p><i>unique individual gifts, talents skills</i></p>
Year 3	Me and my relationships	<p>To know why we have rules</p> <p>To know that different age groups have different rules in regards to online activities</p> <p>To know that there are consequences for breaking rules</p> <p>To know that feelings are normal and our response to different situations.</p> <p>To know what cooperation and collaboration are.</p> <p>To know that working together in a collaborative manner can help everyone to achieve success.</p>	<p>To suggest appropriate rules for a range of settings</p> <p>To explain how someone might feel when they have lost something important to them</p> <p>To identify the different skills that people can bring to a group task</p> <p>To suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare</p> <p>To practise explaining the thinking behind their ideas and opinions</p>	<p>social media</p> <p>online gaming</p> <p>following regulations</p> <p>age restricted content</p> <p>age restrictions</p> <p>PG film</p> <p>stereotyping</p> <p>gambling</p> <p>violence</p> <p>bad language</p> <p>cooperation</p>

		<p>To know what a dare is and that no one had the right to make them do a dare. To know they can express their opinions and should listen to those of others.</p> <p><i>To know we are created individually by God who is Love, designed in His own image and likeness</i> <i>To know God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose</i> <i>To know every human life is precious from the beginning of life (conception) to natural death</i> <i>To know personal and communal prayer and worship are necessary ways of growing in our relationship with God</i> <i>To know that God loves, embraces, guides, forgives and reconciles us with him and one another.</i> <i>To know the importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness.</i> <i>To know that relationships take time and effort to sustain.</i> <i>To know we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</i> <i>To know that in Baptism God makes us His adopted children and 'receivers' of His love</i> <i>To know that by regularly receiving the Sacrament of Reconciliation, we grow in good deeds</i></p>		<p>collaboration teamwork appropriate and proportionate behaviour loss dare hazards respect others</p> <p><i>in God's image and likeness</i> <i>personal and communal prayer</i> <i>reconciliation</i> <i>sustain a relationship</i> <i>Prodigal Son</i></p>
	Valuing difference	To know that there are many different types of family;	To list the benefits that come with belonging to a community, in particular the benefit to mental	adoption fostering

		<p>To understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>To know what the term 'community' and what communities that they belong to;</p> <p>To know examples of listening skills</p> <p>To know that you can challenge another's viewpoint but it must be done respectfully</p> <p>To know that people living in the UK have different origins;</p> <p>To know what factors make people similar to and different from each other</p> <p>To know that repeated name calling is a form of bullying</p> <p>To know what it means to have prejudiced views</p> <p><i>To know ways to maintain and develop good, positive, trusting relationships.</i></p> <p><i>To know that there are different types of relationships including those between acquaintances, friends, relatives and family;</i></p> <p><i>To know good friendship is when both persons enjoy each other's company and also want what is truly best for the other;</i></p> <p><i>To know the difference between a group of friends and a 'clique'.</i></p>	<p>health and wellbeing.</p> <p>To give examples of respectful language.</p> <p>To give examples of how to challenge another's viewpoint, respectfully.</p> <p>To identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds</p> <p>To identify some of the qualities that people from a diverse range of backgrounds need in order to get on together</p> <p>To suggest strategies for dealing with name calling (including talking to a trusted adult).</p>	<p>community</p> <p>step-mum</p> <p>step-dad</p> <p>step-sister</p> <p>step-brother</p> <p>respect/ respectfully</p> <p>tolerance</p> <p>diverse range of backgrounds</p> <p>prejudiced view</p> <p><i>acquaintances</i></p> <p><i>relatives</i></p> <p><i>clique</i></p>
Year 4	Me and My Relationships	<p>To know 'good' and 'not so good' feelings</p> <p>To know that feelings can affect our physical state</p> <p>To know different words can express the intensity of feelings.</p> <p>To know what we mean by a 'positive, healthy relationship';</p>	<p>To explain what feelings are good and not so good for them.</p> <p>To explain ways that feelings change our physical state.</p> <p>To describe some of the qualities that they admire in others</p>	<p>content</p> <p>relaxed</p> <p>excited</p> <p>concentrate on things</p> <p>heart rate steady</p> <p>muscles relaxed</p> <p>lonely</p>

		<p>To know that there are times when they might need to say 'no' to a friend;          To define successful qualities of teamwork and collaboration.          To identify a wide range of feelings;          To know that different people can have different feelings in the same situation;          To know that our feelings might change towards someone or something          To understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p> <p><i>To know we are created individually by God who is Love, designed in His own image and likeness          To know God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose          To know every human life is precious from the beginning of life (conception) to natural death          To know personal and communal prayer and worship are necessary ways of growing in our relationship with God</i></p>	<p>To Describe appropriate assertive strategies for saying 'no' to a friend          To demonstrate strategies for working on a collaborative task          To explain how feelings can be linked to physical state.          To demonstrate a range of feelings through their facial expressions and body language          To give examples of strategies to respond to being bullied, including what people can do and say</p>	<p>ashamed          guilty          threatened          teeth clenched, heart rate increased, sweating, tensed muscles, inability to sleep, butterflies in tummy          positive, healthy relationship          body language          peer pressure</p>
	<p>Valuing Difference</p>	<p>To define the terms 'negotiation' and 'compromise';          To understand the need to manage conflict or differences          To understand that they have the right to their personal body space          To know that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</p>	<p>To suggest ways managing conflict or differences through negotiation and compromise          To Recognise how others' non-verbal signals indicate how they feel when people are close to their body space          To give examples of features of these different types of relationships, including how they influence what is shared          To list some of the ways that people are different to each other (including differences of race, gender,</p>	<p><b>negotiation (appeared. prev.)</b>  <b>compromise (appeared. prev.)</b>          non-verbal signals          conflict          personal body space          diversity</p>

		<p>To know that there are many ways we are all different and that is okay.          To know what behaviour is considered aggressive.          To understand and identify stereotypes, including those promoted in the media</p> <p><i>To know that similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community;</i>  <i>To know that self-confidence arises from being loved by God (not status, etc)</i></p>	<p>religion          To recognise potential consequences of aggressive behaviour;          To suggest strategies for dealing with someone who is behaving aggressively</p>	<p>friendly disposition          aggressive behaviour          stereotype</p> <p><i>self-confidence</i></p>
Year 5	Me and my relationships	<p>To understand what collaboration means;          To understand what is meant by the terms negotiation and compromise;          To know what things make a relationship unhealthy;          To know the characteristics of passive, aggressive and assertive behaviours;          To know their basic emotional needs, understand that they change according to circumstance;          To understand that online communication can be misinterpreted;          To know responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>To give examples of how they have worked collaboratively          To describe the attributes needed to work collaboratively          To describe strategies for resolving difficult issues or situations          To Give examples of some key qualities of friendship          To Reflect on their own friendship qualities          To rehearse assertiveness skills          To identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p>	<p><b>collaboration (appeared. prev.)</b>  <b>cooperation (appeared. prev.)</b>  <b>negotiation (appeared. prev.)</b>  <b>compromise (appeared. prev.)</b>          assertiveness          passive, aggressive          behaviour          assertive behaviour          healthy/unhealthy          relationship          mutual respect, trust,          truthfulness, loyalty,</p>



		<p><i>To know that we were created individually by God who cares for us and wants us to put our faith in Him.</i></p> <p><i>To know that physically becoming an adult is a natural phase of life.</i></p> <p><i>To know lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it</i></p>		<p>kindness, generosity, sharing interests and experiences, support with problems and difficulties</p> <p>risk taking risk factors emotional needs</p> <p>cyberbullying misinterpretation online relationships face-to-face relationships</p> <p><i>puberty</i></p>
	Valuing differences	<p><i>To know key qualities of friendship;</i></p> <p><i>To know how to respond respectfully and appropriately to others.</i></p> <p><i>To understand what discrimination is and its injustice.</i></p> <p><i>To know how discriminatory behaviour can be challenged.</i></p> <p><i>To Identify and describe the different groups that make up their school/wider community/other parts of the UK;</i></p> <p><i>To know the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</i></p> <p>To understand that the information we see online, either text or images, is not always</p>	<p>To describe ways of making a friendship last</p> <p>To explain why friendships sometimes end.</p> <p><i>To empathise with people who have been, and currently are, subjected to injustice, including through racism</i></p> <p>To describe the benefits of living in a diverse society</p> <p>To identify the consequences of positive and negative behaviour on themselves and others</p> <p>To be able to give examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>compassion authority</p> <p>discrimination discriminatory behaviour injustice racism empathy/empathise wider community diverse society customs religious practise sex gender identity</p>

		<p>true or accurate; To know that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</p> <p><i>To know that God calls us to love others. To know ways in which we can participate in God's call to us.</i></p>		<p>gender expression and sexual orientation</p> <p><i>God's calling</i></p>
Year 6	Me and my relationships	<p>To know the skills needed to work collaboratively. To understand some of the challenges that arise from friendships; To know strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. To know what peer influence and pressure are. To know ways of resisting peer influence and pressure. To understand that our basic emotional need change according to circumstance; To know that there are consequences of reacting to others in a positive or negative way</p> <p><i>To know that we were created individually by God who cares for us and wants us to put our faith in Him. To know that physically becoming an adult is a natural phase of life. To know lots of changes will happen during</i></p>	<p>To demonstrate a collaborative approach to a task To suggest positive strategies for negotiating and compromising within a collaborative task To demonstrate positive strategies for negotiating and compromising within a collaborative task To list some assertive behaviours To recognise and empathise with patterns of behaviour in peer-group dynamics To suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about To suggest ways that people can respond more positively to others</p>	<p>reaching an agreement (negotiation) mutual concession(compromise)</p> <p>peer influence peer pressure peer-group dynamics assertiveness skills</p>

		<i>puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it</i>		
	Valuing differences	<p>To know that bullying and discriminatory behaviour can result from disrespect of people's differences;</p> <p>To know that all people are unique but that we have far more in common with each other than what is different about us</p> <p>To know ways of offering support to someone who has been bullied</p> <p>To understand and explain the term prejudice;</p> <p>To know the benefits of living in a diverse society</p> <p>To know the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>To know the difference between a friend and an acquaintance;</p> <p>To define what is meant by the term stereotype;</p> <p>To know how the media can sometimes reinforce gender stereotypes;</p> <p>To know that people fall into a wide range of what is seen as normal;</p> <p>To know they can challenge stereotypical gender portrayals of people.</p> <p><i>To know that similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create</i></p>	<p>To suggest strategies for dealing with bullying, as a bystander</p> <p>To describe positive attributes of their peers</p> <p>To consider how a bystander can respond to someone being rude, offensive or bullying someone else</p> <p>To identify and describe the different groups that make up their school/wider community/other parts of the UK</p> <p>To describe qualities of a strong, positive friendship</p> <p>To describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p>	<p>discriminatory behaviour</p> <p>disrespect</p> <p>bystander</p> <p>offensive behaviour</p> <p><b>prejudice</b> (appeared prev.)</p> <p><b>stereotype</b> (appeared prev.)</p> <p>stereotypical gender portrayals</p>

		<i>community;</i> <i>To know that self-confidence arises from being loved by God (not status, etc)</i>		
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Spring Term		Knowledge Gained	Skills Learnt	Vocabulary
Year 1	Valuing difference	<p>To know that everybody is different.  <i>To know that we should celebrate everyone's differences</i></p> <p><i>To know 'special people' (their parents, carers, friends, parish priest) and what makes them special</i></p> <p><i>The know the importance of being close to and trusting special people and telling them if something is troubling them</i></p> <p><i>To know their behaviour affects other people, and that there is appropriate and inappropriate behaviour</i></p> <p><i>To know Different types of teasing and that all bullying is wrong and unacceptable.</i></p> <p><i>To know that when we are unkind to others, we hurt God also and should say sorry to him as well</i></p> <p><i>To know that we should forgive like Jesus forgives.</i></p>	<p><i>To identify the differences and similarities between people</i></p> <p><i>To recognise when they have been unkind and say sorry</i></p> <p><i>To recognise when people are being unkind and how we can respond</i></p>	Different, similar, celebrate, values, respect, unfair, fair, special people, opinion, expression, compare
	Keeping myself	To know that the body gets energy from	To explain why sleep and exercise are important to	Healthy

	safe	<p>food, water and air (oxygen) To know that exercise and sleep are important parts of a healthy lifestyle.</p> <p><i>To understand safe and unsafe situations, including online.</i></p> <p><i>To know Some basic principles of First Aid</i></p> <p><i>To know Medicines are drugs, but not all drugs are good for us.</i></p> <p><i>To know Alcohol and tobacco are harmful substances.</i></p> <p><i>To know our bodies are created by God, so we should take care of them and be careful about what we consume.</i></p> <p><i>To know that they are entitled to bodily privacy</i></p> <p><i>To know that there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.</i></p> <p><i>To know the difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</i></p>	<p>our health.</p> <p><i>To call 99 in an emergency and ask for ambulance police and/fire</i></p> <p><i>To explain times when basic first aid would be needed and when we might need to call 999.</i></p> <p><i>To perform basic principles of first aid.</i></p>	<p>balance diet sleep, water, food, nutrition, warm, sad, upset, lonely, uncomfortable, medicine</p>
Year 2	Keeping Myself Safe	<p>To know that medicines can sometimes make people feel better when they're ill</p> <p>To know we have to be careful with medicines.</p> <p>To know what it means to feel safe and unsafe.</p> <p>To know what to do or who to ask for help in unsafe situations.</p> <p>To know what to say to keep themselves and safe</p>	<p>To give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell</p> <p>To explain simple issues of safety and responsibility about medicines and their use.</p> <p>To identify situations in which they would feel safe or unsafe</p> <p>To suggest actions for dealing with unsafe situations including who they could ask for help</p> <p>To identify situations in which they would need to say</p>	<p>medicines unwell sleep to feel safe/unsafe safety getting help touch hurt uncomfortable</p>

		<p>To know that some touches are not fun and can hurt or be upsetting;          To know that they can ask someone to stop touching them          To know who they can talk to if someone touches them in a way that makes them feel uncomfortable.          To know that not all secrets are good ( safe and unsafe secrets) .          To know the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.          To know how some touches will make other feel</p> <p><i>To know that it is natural for us to relate to and trust one another;          To know that we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);          To learn a language to describe our feelings.</i></p>	<p>'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.          To identify safe secrets (including surprises) and unsafe secrets          To identify how inappropriate touch can make someone feel          To explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p> <p><i>To talk about how they feel          To explain what they are feeling</i></p>	<p>private          private parts          consent          permission          support network          environment          responsibility</p> <p><i>likes/ dislikes          tastes</i></p> <p><i>choices          consequences          attentive</i></p>
	Rights and Responsibilities	<p>To know who the special people in the school and community who can help to keep them safe;          To know how to ask for help          To know that they all have a responsibility for helping to look after the school environment.</p>	<p>To identify any problems with the school environment (e.g. things needing repair);          To make suggestions for improving the school environment</p>	

		<p><i>To know the difference between feelings and actions.</i></p> <p><i>To know choices have consequences</i></p> <p><i>To know that if we make a mistake we are called to receive forgiveness</i></p> <p><i>To know that Jesus died on the cross so that we would be forgiven.</i></p>		
Year 3	Keeping myself safe	<p>To know the difference between safe and unsafe situations</p> <p>To understand the words danger and risk and explain the difference between the two</p> <p>To know strategies of dealing with a risky situation</p> <p><i>To develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong</i></p> <p><i>To learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</i></p> <p><i>To know that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</i></p> <p><i>To know Medicines are drugs, but not all drugs are good for us.</i></p> <p><i>To know Alcohol and tobacco are harmful substances.</i></p> <p><i>To know our bodies are created by God, so we should take care of them and be careful about what we consume.</i></p>	<p>To suggest strategies for keeping safe.</p> <p>To identify risk factors in given situations</p> <p>To suggest ways of reducing or managing those risks.</p> <p><i>To suggest ways of responding to bullies.</i></p> <p><i>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe</i></p> <p><i>How to report and get help if they encounter inappropriate materials or messages.</i></p>	<p>trust</p> <p>danger/dangerous risk/ risky risk factors</p> <p><i>harassment</i></p> <p><i>exploitation</i></p> <p><i>inappropriate material</i></p> <p><i>healthy/ ill</i></p> <p><i>password</i></p> <p><i>personal information</i></p> <p><i>drugs</i></p> <p><i>alcohol</i></p> <p><i>tobacco</i></p> <p><i>harmful</i></p> <p><i>substance</i></p>
	Rights and	To know what a volunteer is	To identify people who are volunteers in the school	volunteer

	responsibilities	<p>To understand why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>To understand the difference between 'fact' and 'opinion'.</p> <p>To Understand how an event can be perceived from different viewpoints.</p> <p><b>To know what is meant by the environment.</b></p> <p>To understand the terms 'income', 'saving' and 'spending';</p> <p>To know that there are times we can buy items we want and times when we need to save for items.</p> <p>To know that people earn their income through their jobs and the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p> <p><i>To know what is considered bad language and bad behaviour are inappropriate</i></p>	<p>community</p> <p>To identify key people who are responsible for them to stay safe and healthy</p> <p>To plan, draft and publish a recount using the appropriate language</p> <p>To evaluate and explain different methods of looking after the school environment</p> <p>To suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p><i>To be able to report and get help if they encounter inappropriate materials or messages.</i></p>	<p>wellbeing</p> <p>mental health</p> <p>fact</p> <p>opinion</p> <p>viewpoint</p> <p>earning</p> <p>income</p> <p>saving</p> <p>spending</p> <p>waste</p>
Year 4	Keeping Myself Safe	<p>To define the terms 'danger', 'risk' and 'hazard' and explain the difference between them.</p> <p>To understand how quickly images online are shared and how hard they are to remove.</p> <p>To identify images that are safe/unsafe to share online.</p> <p>To understand the implications of sharing</p>	<p>To identify situations which are either dangerous, risky or hazardous</p> <p>TO Suggest simple strategies for managing risk</p> <p>TO explain strategies for safe online sharing</p> <p>To identify from given scenarios which are dares and which are not</p> <p>To suggest strategies for managing dares</p> <p>To used strategies to limit the spread of germs. (hand washing, catch it, bin it, kill it.)</p>	<p>hazard/hazardous</p> <p>privacy</p> <p>privacy settings</p> <p>online security</p> <p><b>assertive</b></p> <p>social norm</p>



		<p>images online without consent.          To define what is meant by the word 'dare'.          To understand that medicines are drugs;          To know the safety issues for medicine use .          To understand some of the key risks and effects of smoking and drinking alcohol</p> <p><i>To understand that images in the media do not always reflect reality and can affect how people feel about themselves.</i></p>		<p><i>media representations</i>  <b>stereotypes (app. prev)</b>  <i>fake reality</i></p>
	<p>Rules, Rights and Responsibilities</p>	<p>To know how different people in the school and local community help them stay healthy and safe.          To define what is meant by 'being responsible'.          To know and understand the reason we have rules.          To know that everyone can make a difference within a democratic process.          To know what a bystander is and how it can influence bullying or other anti-social behaviour.          To know that they can play a role in influencing outcomes of situations by their actions.          To understand some of the ways that various national and international environmental organisations work to</p>	<p>To describe the various responsibilities of those who help them stay healthy and safe.          To suggest ways they can help the people who keep them healthy and safe          To suggest and engage with ways that they can contribute to the decision-making process in school (school council, equality council, eco council)          To list some of the items and services of expenditure in the school and in the home          To prioritise items of expenditure in the home from most essential to least essential</p> <p>To prioritise public services from most essential to least essential.</p>	<p>being responsible          reliable          trustworthy          anti-social behaviour          witness          conservation          rules          democracy  <b>income (app prev)</b>          expenditure          essential</p> <p>income tax          National Insurance          VAT          deductions          public services</p>

		<p><b>help take care of the environment.</b></p> <p>To understand and explain the value of this work.</p> <p>To define the terms 'income' and 'expenditure';</p> <p>To explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</p> <p>To understand how a payslip is laid out showing both pay and deductions.</p>		
Year 5	Keeping myself safe	<p>To explain what a habit is and give examples.</p> <p>To describe why and how a habit can be hard to change.</p> <p>To know that there are positive and negative risks.</p> <p>To know what is meant by a dare;</p> <p>To know why someone might give a dare</p> <p>To know what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private.</p> <p>To know that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face.</p> <p>To know how to protect personal information online;</p> <p><i>To know what the term cyberbullying means</i></p> <p><i>To know what cyberbullying feels like for the victim;</i></p>	<p>To be able to how to weigh up risk factors when making a decision.</p> <p>To describe some of the possible outcomes of taking a risk.</p> <p>To be able to suggest ways of standing up to someone who gives a dare .</p> <p>To be able to recognise disrespectful behaviour online and know how to respond to it.</p> <p><i>To recognize instances of cyberbullying.</i></p>	<p>habit addiction</p> <p>pros</p> <p>cons</p> <p>weigh up risk</p> <p>resist pressure</p>

		<p><i>To know how to get help if they experience cyberbullying.</i></p> <p><i>To understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</i></p> <p><i>To learn how to make good choices about substances that will have a positive impact on their health.</i></p> <p><i>To know that our bodies are created by God, so we should take care of them and be careful about what we consume.</i></p> <p><i>To know how they may come under pressure when it comes to drugs, alcohol and tobacco</i></p> <p><i>To learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</i></p>		<p>positive/ negative impact on health</p>
	<p>Growing and changing</p>	<p>To know the people who can be trusted in their life.</p> <p>To understand what kinds of touch are acceptable or unacceptable.</p> <p>To describe how to be resilient in order to find someone who will listen to you.</p> <p>To explain the difference between a safe and an unsafe secret.</p> <p>To know that some people can get bullied because of the way they express their gender.</p> <p><i>To learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;</i></p> <p><i>To know the correct naming of genitalia;</i></p>	<p>To be able to describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>To Recognise how our body feels when we’re relaxed</p> <p>To List some of the ways our body feels when it is nervous or sad</p> <p>To identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>To give examples of how bullying behaviours can be stopped.</p> <p><i>To use strategies to positively impact their actions.</i></p>	<p>trust</p> <p>resilience</p> <p>unwanted attention</p> <p>unwanted touch</p> <p>separation</p> <p>fostered</p> <p>hormones</p> <p>compromise</p> <p>respect</p> <p>mood swings</p> <p>in confidence</p> <p>break a confidence</p> <p>confidential</p> <p>prejudice</p> <p>verbal abuse</p> <p>physical abuse</p>

		<p><i>To know what changes will happen to boys during puberty;</i></p> <p><i>To know what changes will happen to girls during puberty</i></p> <p><i>To know about the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;</i></p> <p><i>To know some practical help on how to manage the onset of menstruation.</i></p>		<p><i>puberty</i></p> <p><i>perspiration</i></p> <p><i>genitalia</i></p> <p><i>semen</i></p> <p><i>vagina</i></p> <p><i>menstruation</i></p> <p><i>period</i></p> <p><i>egg</i></p> <p><i>menstrual cycle</i></p> <p><i>womb/uterus</i></p> <p><i>womb lining</i></p> <p><i>ovaries</i></p> <p><i>fallopian tube</i></p> <p><i>sanitary towel</i></p> <p><i>tampon</i></p> <p><i>menstruation cup</i></p> <p><i>sanitary protection</i></p>
Year 6	Keeping myself safe	<p><b>To know that responsible and respectful behaviour is necessary when interacting with others online and face-to-face.</b></p> <p>To understand the ease with which something posted online can spread.</p> <p>To know what is meant by addiction,</p> <p><b>To understand that all humans have basic emotional needs.</b></p> <p>To know how drugs can be categorised into different groups depending on their medical and legal context.</p> <p>To understand that drugs can have both medical and non-medical uses</p>	<p>To explain some of our basic needs can be met</p> <p><b>To explain in simple terms some of the laws that control drugs in this country.</b></p>	<p>social media</p> <p>parental consent</p> <p>trolling</p> <p>addiction</p> <p>emotional needs</p> <p>legal drug</p> <p>illegal drug</p> <p>medical</p> <p>non-medical</p> <p>drug laws</p> <p>age restrictions</p> <p>possess</p> <p>supply</p>

		<p>To understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;          To know some of the effects and risks of drinking alcohol.          To understand and give examples of conflicting emotions;          To understand and reflect on how independence and responsibility go together.          To know the legal age (and reason behind these) for having a social media account;          To understand why people don't tell the truth and often post only the good bits about themselves, online;          To know that people's lives are much more balanced in real life, with positives and negatives.</p>		<p>produce          illegal          penalties          alcohol          short-term effects          long-term effects          norms          conflicting emotions</p>
	<p>Rights and responsibilities</p>	<p>To define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;          To describe the language and techniques that make up a biased report;          To know the different ways money can be saved,  <b>To describe the costs that go into producing an item.</b>          To know what is meant by the term <i>interest</i>.          To know the different types of tax (income tax and VAT) which help to fund</p>	<p>To analyse a report also extract the facts from it To explain some benefits of saving money          To outline the pros and cons of different saving methods          To suggest sale prices for a variety of items, taking into account a range of factors  <b>To recognise and explain that different jobs have different levels of pay and the factors that influence this.</b>          To evaluate the different public services and compare their value.          To suggest actions that could be taken to live in a more environmentally sustainable way.</p>	<p>saving          bank (building society)          account          Junior ISA          interest          debit card          cash          value  <b>tax (app prev.)</b>          income tax (PAYE)  <b>VAT (app prev.)</b>          voluntary group          community group</p>

		<p>public services.</p> <p>To explain what we mean by the terms voluntary, community and pressure (action) group.</p> <p>To describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</p> <p>To explain what is meant by living in an environmentally sustainable way.</p>		<p>pressure (action)  group  mission statement  values  beneficiary  campaign bid  pitch  grant</p> <p>environmentally  sustainable  composting  recycling  energy  transport  shop local  food miles  Fair Trade  reuse</p> <p>election  manifesto  candidate  voting  policies  voting booth  ballot slip  ballot box  constituencies  House of Commons  MP  proposal</p>
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				debate amendments penalties enforcement majority House of Commons House of Lords Royal Assent
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Summer Term		Knowledge Gained	Skills Learnt	Vocabulary
EYFS				
Year 1				
	Being my best	<p>To know the importance of fruit and vegetables in their daily diet</p> <p>To know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>To know that everyone has different tastes in foods.</p> <p>To know how germs can spread</p> <p>To know simple strategies for preventing the spread of diseases</p> <p>To understand that a new skill requires practice and the opportunity to fail, safely.</p> <p>To learn simple strategies for resolving conflict situations</p> <p><i>To learn that God is love: Father, Son and Holy Spirit</i></p> <p><i>To learn that being made in His image</i></p>	<p>To select foods to make a healthy lunch.</p> <p>To list food we should eat more of and eat less of.</p> <p>To explain what we need to do to stop illness spreading.</p> <p>To use a learning line to describe one of their learning process.</p> <p>To use simple strategies for resolving conflict situations</p>	<p>Struggling, persevere, resilience, balanced diet, achievement, germs, praise, learning, practice</p>

		<i>means being called to be loved and to love others</i>		
	Rights and responsibilities	<p>To know importance of regular hygiene routines</p> <p><i>To know who cares for and looks after the school environment</i></p> <p><i>To know what it means to look after something.</i></p> <p>To know why they need to look after things that belong to themselves or to others.</p> <p>To know where people get money from</p> <p>To know that different notes and coins have different monetary value</p> <p>To know how to keep money safe</p> <p>To understand the concept of 'saving money'</p> <p><i>To know that they belong to various communities such as home, school, parish, the wider local community, nation and global community;</i></p> <p><i>To know that we have a duty of care for others and for the world we live in (charity work, recycling etc.);</i></p> <p><i>To learn about what harms and what improves the world in which we live.</i></p>	<p>To sequence personal hygiene routines into a logical order</p> <p><i>To say what they like about the school environment;</i></p> <p><i>To explain how to look after something</i></p> <p>To list some of the things that money may be spent on in a family home</p> <p>To identify safe places to keep money</p> <p><i>To give examples of how they can help at home with practical tasks</i></p>	<p>personal hygiene, environment, responsibility, respect, hurt, adult, money, bank, saving, coins, notes</p>
Year 2	Being My Best	<p>To know that it takes to learn new things.</p> <p>To know what a positive mindset means.</p> <p>To know some positive mindset strategies.</p> <p>To know and give examples of things they</p>	<p>To explain the stages of the learning line showing an understanding of the learning process</p> <p>To identify and describe where they are on the learning line in a given activity.</p>	<p>practice encourage goal achieve</p>



		<p>can choose themselves and things that others choose for them.</p> <p>To know that everyone has different likes and dislikes.</p> <p>To know that some choices are healthy and some are unhealthy choices and these make a difference to their health.</p> <p>To know that we must complete hygiene routines to keep ourselves healthy.</p> <p>To know that vaccinations can help to prevent certain illnesses</p> <p>To know that people have choices about what they do with their money;</p> <p>To know that money can be saved for a use at a future time;</p> <p>To know that money can be spent on items which are essential or non-essential;</p> <p>To know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p> <p><i>To know our bodies are good and we need to look after them.</i></p> <p><i>To know what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating.</i></p> <p><i>To know the importance of sleep, rest and recreation for our health;</i></p> <p><i>To know how to maintain personal hygiene.</i></p>	<p>To use positive mindset strategies in their work.</p> <p>To explain things that they like and dislike, and understand that they have choices about these things.</p> <p>To explain how healthy and unhealthy choices effect their health.</p> <p>To describe simple hygiene routines such as hand washing</p> <p>To explain how they might feel when they spend money on different things.</p> <p>To explain what essential and non essential item they might have to spend money on.</p>	<p>challenge</p> <p>choose</p> <p>choices</p> <p>healthy</p> <p>unhealthy</p> <p>vaccination</p> <p>injection</p> <p>disease</p> <p>hygiene</p> <p>spending</p> <p> </p> <p><i>teeth</i></p> <p><i>dental hygiene</i></p>
	Growing and Changing	To know the range of feelings that are associated with losing (and being reunited)	<p>To give positive feedback to others.</p> <p>To give examples of different types of private</p>	<p>help</p> <p>support</p>

		<p>with a person they are close to.          To know what privacy means.  <b>To know that you are not allowed to touch someone's private belongings without their permission.</b>          To know how food, water and air get into the body and blood.</p> <p><i>To know and appreciate that there are natural life stages from birth to death, and what these are</i></p> <p><b>To learn the names of the parts of our bodies*</b>  <i>To know that girls and boys have been created by God to be both similar and different and together make up the richness of the human family.</i>  <i>(Non-genitalia lesson)</i></p>	<p>information.          To explain how food, water and air get into our body and blood.</p>	<p>supportive          privates          privacy          first aid          risk          accident          danger          hazard          kettle          safe          burn          scald          accident</p> <p>lungs          small intestine          large intestine</p> <p><i>baby</i>  <i>teenage</i>  <i>adults</i></p>
Year 3	Being my best	<p>To know how each of the food groups on the Eatwell Guide benefit the body          To know what is meant by the term 'balanced diet'.          To know how some infectious illnesses are spread from one person to another;          To know medical and non-medical ways of treating an illness.          To know what health and wellbeing issues are relevant to them</p>	<p>To give examples what foods might make up a healthy balanced meal.          To explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses .            To identify their achievements and areas of development.            To explain why some groups of people are not represented as much on television/in the media.</p>	<p>balanced diet          proteins          muscles          dairy          teeth          bones          starchy carbohydrates          energy          fruit &amp; veg          infection</p>

		<p>To understand different view points based on research.</p> <p>To know that it is important to celebrate achievements.</p> <p>To know that people may say kind things to help us feel good about ourselves.</p> <p>To know that some groups of people are not represented as much on television/in the media.</p> <p>To understand how the brain sends and receives messages through the nerves.</p> <p>To know that different people have different talents and that they have to develop these skills.</p> <p>To know they have their own talents.</p>	<p>To explain how the brain sends and receives messages through the nerves.</p> <p>To explain some of the different talents and skills that people have and how skills are developed.</p> <p>To recognise their own skills and those of other children in the class.</p>	<p>cleanliness</p> <p>rest</p> <p>sleep</p> <p>drug</p> <p>dose</p> <p>safety instructions</p> <p>debate</p> <p>discussion</p> <p>continuum</p> <p>justify</p> <p>goals</p> <p>goal setting</p> <p>ambitions</p> <p>improve</p> <p>achieve</p> <p>intelligence</p>
	Growing and changing	<p>To know what the terms 'secret' and 'surprise' mean.</p> <p>To know that secrets and surprises will make us feel different ways.</p> <p>To know who they can ask for help if a secret made them feel uncomfortable or unsafe.</p> <p><i>To know what physical contact is acceptable or unacceptable.</i></p> <p><i>To know quick reactions in an emergency can save a life.</i></p> <p><i>To know God is Love as shown by the Trinity – a 'communion of persons supporting each other in</i></p>	<p>To give examples of secrets and surprises.</p> <p>To list who they can ask for help.</p> <p><i>To be able to respond to unacceptable contact</i></p> <p><i>To remain calm in an emergency</i></p> <p><i>To be able to help in an emergency</i></p>	<p><i>first aid</i></p> <p><i>emergency</i></p> <p><i>abuse</i></p> <p><i>Holy Trinity</i></p> <p><i>Church family</i></p>

		<p><i>their self-giving relationship'.</i></p> <p><i>To know the human family is to reflect the Holy Trinity in mutual charity and generosity.</i></p> <p><i>To know the church family comprises of home, school and parish (which is part of the diocese).</i></p>		
Year 4	Being My Best	<p>To know ways in which everyone is unique;</p> <p>To know that there are times when they will make the same choices as their friends and times when they will choose differently</p> <p>To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)</p> <p>To define what is meant by the word 'community';</p> <p>To know ways in which different people support the school community;</p> <p><i>To know that we need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</i></p>	<p>To appreciate their own uniqueness</p> <p>To give examples of choices they make for themselves and choices others make for them</p> <p>To suggest ways the Seven Rs recycling methods can be applied to different scenarios</p> <p>To identify qualities and attributes of people who support the school community.</p>	<p>refuse</p> <p>reduce</p> <p>re-use</p> <p>rot</p> <p>recycle</p> <p>repair</p> <p>re-think</p> <p>minor accident</p> <p>emergency</p> <p>blood</p> <p>nose bleed</p> <p>choking</p> <p>breathing</p> <p>airway</p> <p>unresponsive</p> <p>casualty</p> <p>wound</p> <p>recovery</p>
	Growing and Changing	<p>To know some of the changes that happen to people during their lives;</p> <p>To know who may be able to help them deal with change</p> <p>To define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>To know how different surprises and</p>	<p>To explain how the Learning Line can be used as a tool to help them manage change more easily</p> <p>To suggest reasons why a person would want to be married, or live together, or have a civil ceremony</p>	<p>learning line</p> <p>practice</p> <p>marriage</p> <p>live together</p> <p>civil partnership</p> <p>forced marriage</p>

		<p>secrets might make them feel;          To know who they could ask for help if a secret made them feel uncomfortable or unsafe          To understand that marriage is a commitment to be entered into freely and not against someone's will;          To know that marriage includes same sex and opposite sex partners;          To know the legal age for marriage in England or Scotland;</p> <p><i>To know what behaviour is considered wrong, unacceptable, unhealthy and risky;          To know that thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.          To know that God wants His Church to love and care for others.          To understand that emotions change as they grow up (including hormonal effects);          To know that the intensity of their feelings will change as they grow up and that 'feelings' are not good guides for action;          To know what emotional well-being means          To know pressure comes in different forms, and what those different forms are</i></p>	<p><i>To devise practical ways of loving and caring for others.          To use actions to help with emotional wellbeing          To be able to talk about their emotional well-being.          To suggest strategies for dealing with pressure.</i></p>	<p><i>envy          inadequacy          insecurity          hormones          rejection          reasoning          put downs          looks</i></p>
Year 5	Being my best	<p>To know the harmful effects each of smoking/drinking alcohol.          To explain the importance of food, water and oxygen, sleep and exercise for the</p>	<p>To explain the function of at least one internal organ          To identify their own strengths and talents          To identify areas that need improvement and describe strategies for achieving those</p>	body systems

		<p>human body and its health.          To understand the actual norms around smoking and the reasons for common misperceptions of these.  <b>To know the people who are responsible for helping them stay healthy and safe</b>          To describe 'star' qualities of celebrities as portrayed by the media;          To know that the way people are portrayed in the media isn't always an accurate reflection of them in real life;          To describe 'star' qualities that 'ordinary' people have.</p> <p><i>To know the recovery position can be used when a person is unconscious but breathing.          To know DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</i></p>	<p>improvements</p> <p><i>To be able to put someone in the recovery position          To be able to use DR ABC</i></p>	<p><i>life threatening conditions</i></p>
	Rights and responsibility	<p>To know how to find current media topics concerning health and wellbeing.          To understand the difference between a fact and an opinion          To understand what biased reporting is and the need to think critically about things we read.          To explain what we mean by the terms voluntary, community and pressure (action) group;          To know the costs involved in producing and selling an item          To define the terms loan, credit, debt and interest;</p>	<p>To make recommendations on an issue concerning health and wellbeing          To express their opinions on an issue concerning health and wellbeing          To give examples of voluntary groups, the kind of work they do and its value          To suggest questions a consumer should ask before buying a product          To suggest advice for a range of situations involving personal finance.</p>	<p>biased          unbiased          rent          Fair Trade          borrow          loan          credit          debit          interest          council vote/council elections          councillors</p>

		<p>To explain some of the areas that local councils have responsibility for;  To understand that local councillors are elected to represent their local community.</p>		
Year 6	Being my best	<p>To describe the actions needed to set and achieve these.  To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.  To understand risks related to growing up and explain the need to be aware of these;  To know some of the changes they have experienced and their emotional responses to those changes</p>	<p>To identify aspirational goals  To present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.  To identify risk factors in a given situation  To recognise what risk is;  To explain how a risk can be reduced  To assess a risk to help keep themselves safe  To suggest positive strategies for dealing with change  To identify people who can support someone who is dealing with a challenging time of change</p>	<p>assessing risk  weigh up  dilemma</p>
	Growing and changing	<p>To understand that fame can be short-lived  To know that photos can be changed to match society's view of perfect;</p> <p><i>To know that images in the media do not always reflect reality and can affect how people feel about themselves  To know that thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media  To know emotions change as they grow up (including hormonal effects);  To know about emotional well-being: that beauty, art, etc. can lift the spirit; and that also</i></p>	<p>To identify qualities that people have, as well as their looks.</p>	<p>body image  self esteem  manipulation</p> <p>life before birth  childhood  puberty  adulthood  <b>egg (yr5)</b>  <b>sperm</b>  penis  testicles  <b>womb</b>  <b>fallopian tube</b></p>

		<p><i>openness with trusted parents/carers/teachers when worried ensures healthy well-being.</i></p> <p><i>To know that they were handmade by God with the help of their parents;</i></p> <p><i>To know how a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception;</i></p> <p><i>To know how conception and life in the womb fits into the cycle of life;</i></p> <p><i>To know how a baby grows and develops in its mother's womb.</i></p> <p><i>To know the basic scientific facts about sexual intercourse between a man and woman;</i></p> <p><i>To know the physical, emotional, moral and spiritual implications of sexual intercourse;</i></p> <p><i>To know the Christian viewpoint that sexual intercourse should be saved for marriage</i></p>		<p>fertilized conception implantation embryo foetus umbilical cord pregnant 9 months</p>
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