



St Augustine's Catholic Academy
PSHE Intent Lent 2



| Knowledge in red aimed at Y1, Knowledge in green aimed at Y2, Knowledge in black aimed at both Y1 and Y2. | |
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| Year 1/2 Cycle A | Lent 1 |
| Topic | 10:10 Module 2 Created to Love Others |
| National Curriculum | <p style="text-align: center;">Unit 3: Keeping Safe (3 x 1hr sessions or 6 x 30 minutes sessions-See MTP)</p> <p>1. Being Safe</p> <p>H8. how to keep safe in the sun and protect skin from sun damage H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R14. that sometimes people may behave differently online, including by pretending to be someone they are not R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true</p> <p>2. Good and Bad Secrets</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it R2. to identify the people who love and care for them and what they do to help them feel cared for R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>3. Physical Contact</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>4. Harmful Substances</p> |



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| | <p>H1. about what keeping healthy means; different ways to keep healthy H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H37. about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>5. Can you help me? (Part 1) H10. about the people who help us to stay physically healthy H33. about the people whose job it is to help keep us safe H36. how to get help in an emergency (how to dial 999 and what to say) L2. how people and other living things have different needs; about the responsibilities of caring for them L5. about the different roles and responsibilities people have in their community</p> <p>6. Can you help me? (Part 2) H35. about what to do if there is an accident and someone is hurt.</p> |
| Core Knowledge | <p>1. Know the difference between safe and unsafe situations, including online. Know what makes a situation safe or unsafe, including online, and who to go to.</p> <p>2. Know the difference between good and bad secrets and that they should speak to a trusted adult. Know the difference between good and bad secrets and that they should speak to a trusted adult. Know how to resist pressure when feeling unsafe.</p> <p>3. Know the PANTS rules. Know how to explain why the PANTS rules are so important.</p> <p>4. Know that medicines are drugs and some can be harmful. Know that medicines are drugs, some can be harmful Know that we need to look after our God-given bodies.</p> <p>5. Know how to ask for help in an unsafe situation. Know what is and isn't an emergency. Know what is and isn't an emergency and what to do.</p> <p>6. Know the difference between an emergency and non-emergency. Know how to identify which emergency service needs to be contacted within an emergency situation.</p> |
| Wider Knowledge | <p>1. Know how to keep ourselves safe (wear a helmet when cycling, wear oven gloves when taking something out of the oven, wear a seatbelt in the car, Stop, Look and Listen when crossing a road). Know what a safe situation is (street in the daytime, walking along the road holding hands with an adult). Know what an unsafe situation is (dark, unlit street with nobody there, children walking alone across a road).</p> <p>2. Know that there are good and bad secrets and the difference between these.</p> |



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| | <p>Know that a good secret is a secret is a specific point in time and they are ALWAYS temporary. Know that a bad secret is a secret that you are expected to keep for a long time or forever. Nearly all bad secrets keep something hidden is bad. Know who our trusted adults are in school and at home. Know how to resist pressure by talking to your trusted adults.</p> <p>3. Know that they are entitled to bodily privacy. Know that we have trusted adults Know who our trusted adults are (parents, carers, teachers, parish priest)</p> <p>4. Know that medicines are drugs, but not all drugs are good for us. Know when we should access medicine and who should give it to us. Know that alcohol and tobacco are harmful substances. Know that harmful substances are illegal for children to access. Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>5. Know what an emergency is. Know that in an emergency, they or an adult should call 999 and ask for an ambulance, the police and/or fire brigade. Know how to demonstrate confidence, emotional maturity and strong communication skills when role playing 999 phone calls.</p> <p>6. Know how to keep safe – washing hands / calling emergency services Know that we give First Aid when a person is sick or injured, but does not need an ambulance. Know that we must remain calm Know the different types of First Aid</p> <ul style="list-style-type: none">• twist/sprain – RICE (Rest, Ice, Compression, Elevation)• minor cuts – clean and dress• burns – run under cold water for 10 minutes• bigger cuts – clean, apply pressure, bandage and elevate |
| Skills | <ol style="list-style-type: none">1. Use the words safe and unsafe to describe each of the scenarios (using emoji faces). Discuss what makes a situation safe or unsafe and give examples.2. Discuss the good and bad secrets with a partner and then stick the good secret inside Suzie and the bad secret outside of Suzie. Write a list of good and bad secrets, and discuss how to resist pressure.3. Using the pants outline, create a pants picture and explain to their partner what each part stands for. Create a poster to display around school to make others aware of the PANTS rule.4. Stick the pictures or write the words in the harmful/unharmful category. Create a fact file about smoking and alcohol. What are drugs? What makes them harmful? Are they always harmful?5. Read the scenarios and decide if it requires a 999 call or not. In pairs, using the role play cards, one child reads and other child decides which emergency service is needed. |



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| | 6. Share bag of medical equipment, through class discussion, decide appropriate treatment for twist/sprain, burn, cut, bigger cut. |
| Diversity Links | <p>British Values: Individual Liberty – is seen in day to day life through the following:</p> <ul style="list-style-type: none">• Rights, choice, consent and individuality• Respect and dignity <p>Our bodies belong to us, they are our God-given gifts, we respect our bodies.</p> <ul style="list-style-type: none">• PANTosaurus and the power of pants book – produced by the NSPCC <p>Protected Characteristics Age, Disability, Race, Religion, Sex – Everyone, regardless of their age, disability, race, religion and sex have bodily autonomy and we have the right to protect our God-given bodies.</p> |
| Vocabulary | emergency, being online, PANTS |

Knowledge in red aimed at Y3, Knowledge in green aimed at Y4, Knowledge in black aimed at both Y3 and Y4.

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| Year 3/4 Cycle A | Lent 1 |
| Topic | <u>10:10 Module 2</u> Created to Love Others |



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| National Curriculum | <p style="text-align: center;">Unit 3: Keeping Safe (3 x 1hr sessions or 6 x 30 minutes sessions-See MTP)</p> <p><u>1. Friends, Family and Others...</u></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>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> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><u>2. When Things Feel Bad</u></p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R18 /R.31 (see above)</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> |
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| | <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> |
| Core Knowledge | <p>1. Know what information is safe to share online. Know that we have a responsibility to keep safe online.</p> <p>2. Know the appropriate way to communicate online. Know the difference between appropriate and inappropriate communication.</p> <p>3. Know organisations and trusted adults that they can talk to about unacceptable behaviour. Know the difference between acceptable and unacceptable behaviour and how to respond. Know the three types of abuse and how to respond.</p> <p>4. Know the effects that a range of substances have on the body. Know that substances can have positive or negative effect on the body.</p> <p>5. Know the correct action to take in an emergency situation. Know which emergency service is needed for different emergencies, and how to contact them. Know how to recognise the right choices made in an emergency situation.</p> |
| Wider Knowledge | <p>1. Know that like the real world, we have a responsibility to keep ourselves safe in the digital world. Know that our feelings can influence what we do and say online and can cause us to forget the consequences of our actions. Know that we have to be responsible and think about we are doing and what the impact of our actions could be on ourselves, and on other people. Know that we do not share passwords, address, phone number, photos in school uniform, school name, personal information. Know how to report and get help if they encounter inappropriate materials or messages. "Take care when you share. If in doubt, speak out."</p> <p>2. Know that bad language and bad behaviour are inappropriate in person and online. Know the definition of cyberbullying. Know how to give advice to someone experiencing inappropriate messages. Know that if you receive an inappropriate message, you should report to your trusted adult Know that people may not always be truthful online.</p> <p>3. Know the definition of physical abuse – deliberate harm, causing injuries such as bruises, broken bones, burns or cuts. Know the definition of emotional abuse – deliberately treating someone in a way that affects their emotional well-being. Know what kind of physical contact is acceptable or unacceptable and how to respond.</p> |



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| | <p>Know that the 'abuse of private parts' is unacceptable Know who our trusted adults are, especially those who care for us, and that we can go to them for help.</p> <p>4. Know that there are legal drugs and illegal 'recreational' drugs Know the effects that a range of substances including drugs, alcohol and tobacco can have on the body. Know that our bodies are created by God, so we should talk care of them and be careful about what we consume.</p> <p>5. Know the definition of First Aid – the first and immediate assistance given to any person with either a minor or serious illness/injury. Know that we need to remain calm in an emergency Know that quick reactions can save lives</p> |
| <p>Skills</p> | <p>1. Using the tagline 'Take care when you share. If in doubt, speak out.' In groups, create a short presentation to explain the tagline. - If you see something that upsets you - If you see something that makes you feel uncomfortable - If somebody says something that makes you feel sad or uncomfortable.</p> <p>2. Write a reminder to Lucy of what she should do if she gets a message from a stranger using the sentence starters. Write a reminder to Lucy of what she should do if she gets a message from a stranger.</p> <p>3. Know the difference between acceptable and unacceptable behaviour and how to respond. Know the three types of abuse and how to respond. Know organisations and trusted adults that they can talk to about unacceptable behaviour.</p> <p>3. Categorise scenarios into appropriate and inappropriate behaviour. Categorise scenarios into abuse of private parts, emotional and physical abuse. Record trusted adult in books.</p> <p>4. Sort and record true and false facts about drugs, alcohol and tobacco. Write four facts about drugs, alcohol and tobacco.</p> <p>5. Complete quiz. Role play child of courage scenarios. Record pictures of the child of courage role play scenarios and write the feelings that the child would have felt. Record pictures of the child of courage role play scenarios and explain what happened.</p> |
| <p>Diversity Links</p> | <p>Relate back to the school's 'Learning to Serve Promises' as well as classroom expectations and Gospel Values which underpin everything we do. Our mission statement states, 'we do this in partnership with family and parish', reminding us that our behaviour at home should reflect our behaviour at school.</p> <p>Individual Liberty – is seen in day to day life through the following:</p> <ul style="list-style-type: none"> • Rights, choice, consent and individuality • Respect and dignity |



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| | <p>Our bodies belong to us, they are our God-given gifts, we respect our bodies.</p> <p>Mutual respect – we treat each other as we would like to be treated We show empathy and understanding to others, linking to the Gospel Value of compassion</p> <p>Protected Characteristics Age, Disability, Race, Religion, Sex – Everyone, regardless of their age, disability, race, religion and sex have bodily autonomy and we have the right to protect our God-given bodies in person and online.</p> |
| Vocabulary | appropriate behaviour, community, compassion, consequence, dignity, forgiveness, inappropriate behaviour, reconciliation, resilience, respect, responsibilities, unique |

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Knowledge in red aimed at Y5, Knowledge in green aimed at Y6, Knowledge in black aimed at both Y5 and Y6.

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| Year 5/6 Cycle A | Lent 2 |
| Topic | 10:10 Module 2 Created to love others |
| PSHE Objectives | <p align="center">Unit 3: Keeping Safe</p> <p>Unit 3: Keeping Safe Sharing isn't always caring H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact 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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L11. recognise ways in which the internet and social media can be used both positively and negatively L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>Cyber-bullying H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> |



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- 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
- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- L11. recognise ways in which the internet and social media can be used both positively and negatively

Types of Abuse

- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- 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
- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R26. about seeking and giving permission (consent) in different situations
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Making good choices

- H1. how to make informed decisions about health
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping



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| | <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>Giving Assistance H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H43. about what is meant by first aid; basic techniques for dealing with common injuries. H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> |
| Core Knowledge | <p>1. Know that you are responsible for what you share online. Know what is appropriate to share online. Know the actions that you can take in order to stay safe online.</p> <p>2. Know examples of cyber-bullying and how to respond. Know examples of cyber-bullying, how to respond and how it would make the victim feel.</p> <p>3. Know examples of appropriate and inappropriate abuse. Know examples of appropriate and inappropriate abuse and that we should respect bodily privacy and autonomy.</p> <p>4. Know the effect that substances, including drugs, tobacco and alcohol can have on the body. Know how to make good choices about substances that would have an impact on health.</p> <p>5. Know that they may experience pressure as they grow older Know that there can be positive and negative pressure and how to make good choices.</p> <p>6. Know the role of a first aider. Know what DR ABC (Danger, Response, Airway, Breathing, Circulation) stands for. Know how to help a casualty.</p> |
| Wider Knowledge | <p>1. Know that their increasing independence brings increased responsibility to keep themselves and others safe Know to use technology safely Know how to report and get help if they encounter inappropriate materials or messages</p> <p>2. Know the definition of cyber-bullying - bullying through technology. This can include online sites and services, games and phones. Cyberbullying can feel more hurtful than other forms of bullying as it can happen 24/7 and may seem impossible to get away from. Cyberbullies will often say worse things online than a bully would dare to say face to face, and their actions can actually carry more consequences when said online, because there is evidence. As with other forms of bullying, it is not a one-off or isolated event, but repeated attempts to upset or harass someone.</p> |



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| | <p>Know how cyber-bullying would make the victim feel.</p> <p>Know how to get help if they experience cyber-bullying – trusted adults</p> <p>Know that when things are shared online, they can be taken out of context and distorted.</p> <p>Know the definition of banter – a playful and friendly exchange of teasing remarks.</p> <p>Know that cyberbullying on its own is not illegal but there are some actions which are.</p> <p>Know that a death threat online is illegal, as are comments about someone's sexuality, race, sex and disability, as these are classed as hate crimes.</p> <p>3. Know that physical touch can be appropriate or inappropriate</p> <p>Know who we can go to for help, especially those who care for us.</p> <p>Know the definitions of the 4 types of abuse</p> <p>4. Know what is meant by the term 'illegal'</p> <p>Know the effects of smoking/alcohol on organs such as the lungs and liver.</p> <p>Know the effects of smoking tobacco, drinking alcohol and taking drugs.</p> <p>Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>5. Know the meaning of pressure and that pressure can be good and bad (RECAP from Lent 1)</p> <p>Know the feelings associated with pressure (uncomfortable, worried, anxious, upset, distressed).</p> <p>Know how to respond to pressure (take time out, do something else for a while, talk to someone and ask for help, practise thankfulness)</p> <p>6. Know that the recovery position can be used when a person is unconscious but breathing.</p> <p>Know how helping others through First Aid links to the parable of the Good Samaritan.</p> <p>Know how to link these actions to the words of Pope Francis, "Like the Good Samaritan, may we not be ashamed of touching the wounds of those who suffer, but try to heal them with concrete acts of love."</p> |
| Skills | <p>1. Order Frankie's story. Record a rule to help children stay safe online. Explain why it is important to follow their rule to help children stay safe online.</p> <p>2. Bullying and banter sorting activity. Bullying and banter sorting activity and how to responds in the situations.</p> <p>3. Use the 'Four voices' and identify the type of abuse. (differentiated situations Y5 Y6).</p> <p>4. Explain the impact that alcohol, tobacco and drugs have. Explain the impact that alcohol, tobacco and drugs have and explain how to make sensible choices.</p> <p>5. Explain the pressures children may feel when it comes to drugs, alcohol and tobacco. Explain how it might make you feel. Explain 'for' and 'against' arguments for giving into pressure and making good choices.</p> <p>6. Explain what Dr ABC stands for. Create a 'help guide' to explain how to help a casualty.</p> |
| Diversity Links | <p>Relate back to the school's 'Learning to Serve Promises' as well as classroom expectations and Gospel Values which underpin everything we do. Our mission statement states, 'we do this in partnership with family and parish', reminding us that our behaviour at home should reflect our behaviour at school.</p> |



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| | <p>Individual Liberty – is seen in day to day life through the following:</p> <ul style="list-style-type: none">• Rights, choice, consent and individuality• Respect and dignity <p>Our bodies belong to us, they are our God-given gifts, and we respect our bodies. We show respect to our bodies through what we put in them. By caring for our bodies, we are caring for God.</p> <p>Mutual respect – we treat each other as we would like to be treated. We do this in person and online. We show empathy and understanding to others, linking to the Gospel Value of compassion.</p> <p>Protected Characteristics Age, Disability, Race, Religion, Sex – Making threats to Protected Characteristics is illegal. Age, Disability, Race, Religion, Sex – Everyone, regardless of their age, disability, race, religion and sex have bodily autonomy and we have the right to protect our God-given bodies</p> |
| Vocabulary | inappropriate behaviour, banter, compassion, consent, consequences, dignity, forgiveness, pressure, reconciliation, resilience, respect, special people. |

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