

**Foundation Stage One/ Foundation Stage Two**

Each session is approximately 20 minutes long.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Handmade with Love</li> <li>I Am Me</li> </ul>	<ul style="list-style-type: none"> <li>Heads, Shoulders, Knees and Toes</li> <li>Ready, Teddy?</li> </ul>	<ul style="list-style-type: none"> <li>I Like, You Like, We all Like!</li> <li>All The Feelings!</li> <li>Let's get Real</li> <li>Growing up</li> </ul>	<ul style="list-style-type: none"> <li>Role Model</li> <li>Who's who?</li> <li>You've got a friend in me</li> <li>Forever Friends</li> <li>What is the Internet?</li> <li>Playing Online</li> </ul>	<ul style="list-style-type: none"> <li>Safe inside and out</li> <li>My Body, My Rules</li> <li>Feeling Poorly</li> <li>People who Help Us</li> </ul>	<ul style="list-style-type: none"> <li>God is Love</li> <li>Loving God, Loving Others</li> <li>Me, You, Us</li> </ul>

**EYFS oracy links:**  
 Physical oracy  
 • Look at who is talking and who you are talking to.  
 Cognitive oracy  
 • Contributions that match what has been asked.  
 Social and emotional oracy  
 • Look at someone who is speaking to you.

**EYFS oracy links:**  
 Physical oracy  
 • Speak clearly with appropriate volume.  
 Linguistic oracy  
 • Use talk in play to practice new vocabulary: e.g: lighter, heavier.  
 Cognitive oracy  
 Ask simple questions.

**EYFS oracy links:**  
 Physical oracy  
 • Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant.  
 Linguistic oracy  
 • Begin to speak in sentences, joining phrases with words such as "if, because, so, could, but."  
 Cognitive oracy  
 • Use 'because' to develop their ideas.  
 Social and emotional oracy  
 Wait for a turn – take turns to speak, when working in a group.



**Year One/ Year Two**

Each session is approximately 30- 40 minutes long.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Let the Children Come</li> <li>I am Unique</li> </ul>	<ul style="list-style-type: none"> <li>Girls and Boys</li> <li>Clean and Healthy</li> </ul>	<ul style="list-style-type: none"> <li>Feelings, likes and Dislikes</li> <li>Feelings Inside Out</li> <li>Super Susie Gets Angry</li> <li>The Cycle of Life</li> <li>Beginnings and Endings</li> </ul>	<ul style="list-style-type: none"> <li>God Love You</li> <li>Special People</li> <li>Treat Others Well...</li> <li>...An Say Sorry</li> <li>Real Life Online</li> <li>Rules to Help Us</li> </ul>	<ul style="list-style-type: none"> <li>Good Secrets and Bad</li> <li>Physical Contact</li> <li>Harmful Substances</li> <li>Can You Help Me?</li> </ul>	<ul style="list-style-type: none"> <li>Three in One</li> <li>Who is my Neighbour?</li> <li>The Communities We Live In</li> </ul>
<p><b><u>Y1 oracy links:</u></b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Look at who is talking to you and you are talking to.</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Speak in sentences using joining phrases to link ideas.</li> <li>Take opportunities to try out new language, even if it is not always correctly used.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Use 'because' to develop their ideas.</li> <li>Ask simple questions.</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to others.</li> </ul>		<p><b><u>Y1 oracy links:</u></b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Speak clearly and confidently in a range of contexts.</li> <li>Use hand gestures to support delivery in presentational talk (pointing to something being discussed)</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Make relevant contributions that match what has been asked.</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Be willing to change their mind based on what they have heard.</li> </ul>		<p><b><u>Y1 oracy links:</u></b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Use appropriate tone of voice for context (projecting voice for large audience)</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...'</li> <li>Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Describe events that have happened to them in detail.</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Begin to organise group discussions independently of an adult.</li> </ul>	
<p><b><u>Y2 oracy links:</u></b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Look at who is talking to you and you are talking to</li> <li>Use body language to show active listening (nodding along, facial expressions)</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Speaking in sentences using joining phrases to create longer sentences</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Explain ideas and events in chronological order</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Start to develop an awareness of audience e.g. what might interest a certain group</li> </ul>		<p><b><u>Y2 oracy links:</u></b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Speak clearly and confidently with appropriate volume and pace</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Offer reasons for their opinions</li> <li>Recognise when they haven't understood something and ask a question</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Recite/deliver short pre-prepared material to an audience.</li> </ul>		<p><b><u>Y2 oracy links:</u></b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Hand gestures when speaking become increasingly natural (such as pointing as someone when referencing their idea.)</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Use sentence stems to signal when they are building or challenging others' ideas in group'</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Disagree with someone else's opinion politely</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them</li> </ul>	



**Year Three/ Year Four**

Each session is approximately 45 minutes long.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Get up!</li> <li>The Sacraments</li> </ul>	<ul style="list-style-type: none"> <li>We Don't Have to be the Same</li> <li>Respecting Our Bodies</li> <li>What is puberty? (Year 4)</li> <li>Changing Bodies (Year 4)</li> <li>Boy/ Girl Discussion groups (Year 4)</li> </ul>	<ul style="list-style-type: none"> <li>What am I feeling?</li> <li>What am I looking at?</li> <li>I am Thankful</li> <li>Life Cycles</li> <li>A Time For Everything</li> </ul>	<ul style="list-style-type: none"> <li>Jesus, My Friend.</li> <li>Friends, Family and Others</li> <li>When Things Feel Bad</li> </ul>	<ul style="list-style-type: none"> <li>Sharing Online</li> <li>Chatting Online.</li> <li>Safe in my Body</li> <li>Drugs, Alcohol and Tobacco</li> <li>First Aid Heroes</li> </ul>	<ul style="list-style-type: none"> <li>A community of Love</li> <li>What is the Church?</li> <li>How do I love Others?</li> </ul>
<p><b>Y3 oracy links:</b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas.</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Be able to use specialist language to describe their own and others' talk.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Ask questions to find out more about a subject.</li> <li>Make connections between what has been said and their own and others' experiences.</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Speak with confidence in front of an audience.</li> </ul>		<p><b>Y3 oracy links:</b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk Consider position and posture when addressing an audience.</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Build on others' ideas in discussions.</li> <li>Offer opinions that aren't their own e.g. taking on a specific role in group work.</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Begin to recognise different roles within group talk e.g. chairperson.</li> </ul>		<p><b>Y3 oracy links:</b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Consider movement when addressing an audience.</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Use specialist vocabulary e.g. speak like an archaeologist.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives.</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Adapt the content of their speech for a specific audience.</li> </ul>	
<p><b>Y4 oracy links:</b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets.</li> <li>Ask probing questions.</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Consider the impact of their words on others when giving feedback</li> </ul>		<p><b>Y4 oracy links:</b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Deliberately select movement and gesture when addressing an audience</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event.</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Use more natural and subtle prompts for turn taking.</li> </ul>		<p><b>Y4 oracy links:</b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Use pauses for effect in presentational talk.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Reach shared agreement in discussions.</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Start to develop empathy with an audience</li> </ul>	



**Year 5/ Year 6 School Nurse.**  
Each session is approximately 45-60 minutes long.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Calming the Storm</li> <li>Gifts and Talents</li> </ul>	<ul style="list-style-type: none"> <li>Girl's Bodies</li> <li>Boy's Bodies</li> <li>Spots and Sleep</li> </ul>	<ul style="list-style-type: none"> <li>Body Image</li> <li>Peculiar Feelings</li> <li>Emotional Changes</li> <li>Seeing Stuff Online</li> <li>Making Babies (Part 1)</li> <li>Menstruation</li> </ul>	<ul style="list-style-type: none"> <li>Hope Beyond Death</li> <li>God is Calling You</li> <li>Under Pressure</li> <li>Do You Want a Piece of Cake?</li> <li>Self-Talk</li> <li>Build Other Up (Year 6)</li> </ul>	<ul style="list-style-type: none"> <li>Sharing Isn't Always Caring</li> <li>Cyberbullying</li> <li>Types of Abuse</li> <li>Impacted Lifestyles</li> <li>Making Good Choices</li> <li>Giving Assistance</li> </ul>	<ul style="list-style-type: none"> <li>The Holy Trinity</li> <li>Catholic Social Teaching</li> <li>Reaching Out</li> </ul>
<p><b>Y5 oracy links:</b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story.</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Consider the words and phrases used to express their ideas and how this supports the purpose of talk.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Listen for extended periods of time including notetaking, drawing visual</li> </ul>		<p><b>Y5 oracy links:</b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Project their voice to a large audience</li> <li>Gestures become increasingly natural</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Draw upon knowledge of the world to support their own point of view and explore different perspectives</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Adapt the content of their speech for a specific audience e.g. use of humour</li> </ul>		<p><b>Y5 oracy links:</b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Consciously adapt tone, pace and volume of voice within a single context</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Speak with flair and passion</li> </ul>	
<p><b>Y6 oracy links:</b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Speak fluently in front of an audience.</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Vary sentence structures and length for effect when speaking.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Reflect on their own and others' oracy skills and identify how to improve.</li> </ul>		<p><b>Y6 oracy links:</b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Have a stage presence.</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Use humour effectively.</li> </ul>		<p><b>Y6 oracy links:</b></p> <p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>Consciously adapt, tone, pace and volume of voice.</li> </ul> <p>Cognitive Oracy:</p> <ul style="list-style-type: none"> <li>Construct a detailed argument or complex narrative.</li> </ul> <p>Social &amp; Emotional Oracy:</p> <ul style="list-style-type: none"> <li>Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</li> </ul>	

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This Programme Pathway delivers the full programme over 3 terms every year. This means that the full learning stages are run twice (eg the full KS1 programme is run with Year 1 and then repeated with Year 2). We repeat the programme because children change and grow; their level of engagement will increase as they develop their social, moral, cultural and spiritual awareness and understanding. The learning will be embedded as children build upon what they have previously learned – a truly spiral curriculum.

Some sessions can be omitted one year if the school feels that children are not quite ready, or they have surpassed that stage of learning; similarly, particular focus can be given to certain topics if it is felt that is needed.

Please see our school website and TenTen resources for more detailed planning for each unit of work.

There is an additional calendar for collective worships for classes, key stages and the whole school which is displayed in school. These take place across school daily and are a core part of the RE curriculum.

J. Nicol- RSE Leader- September 2025