



RHE & PSHE Curriculum Across the School

<u>Autumn</u>		<u>Spring</u>			<u>Summer</u>	
KEY VOCABULARY IS IDENTIFIED IN INDIVIDUAL SESSIONS ON TEN TEN RESOURCES SESSION PLANS						
EYFS / 1	<u>Module 1 Unit 1 & 2</u> Handmade with love I am me Heads, shoulders knees and toes Ready teddy?	<u>Module 1 Unit 3 & 4</u> I like, you like, we all like! Good feelings, bad feelings Let's get real Growing up	<u>Module 2 Unit 1 & 2</u> Role model Who's who You've got a friend in me Forever friends	<u>Module 2 Unit 3</u> Safe inside and out My body, my rules Feeling poorly People who help us	<u>Module 3 Unit 1 & 2</u> God is love Loving God, loving others Me, you, us	
<p>Me, My Body, My Health - Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies.</p> <p>Emotional Well-Being - children will learn about likes, dislikes and self-acceptance. They will how to describe different feelings, both good and bad. Children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.</p> <p>Life Cycles - children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older.</p>		<p>Personal Relationships - children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus - but that Jesus teaches us how to forgive ourselves and others.</p> <p>Keeping Safe - children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that 'privates are private') and the importance of talking to their 'special people' if anything troubles them.</p> <p>Children will learn about medicine safety and the people who help us in emergencies .</p>			<p>Religious Understanding helps children to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Children learn to understand the responsibilities they have to people, places and the planet now and increasingly as they get older.</p>	
<u>Autumn</u>		<u>Spring</u>			<u>Summer</u>	
Year 1 / 2 A	<u>Module 1/2 Unit 1</u> Let the children come God loves you Understanding my feelings	<u>Module 2 Unit 2</u> Special people Treat others well... ...And say sorry What am I like? Needs and wants	<u>Module 2 Unit 3</u> safe Good secrets and bad secrets Physical contact Ready for bed	<u>Module 2 Unit 3</u> Harmful substances Can you help me? Handwashing and personal hygiene Similar, yet different	<u>Module 3 Unit 1</u> Three in one Who is my neighbour? Sun safety Belonging	<u>Module 3 Unit 2</u> The communities we live in Allergies People who help us stay healthy



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	Relaxation - laughter & progressive muscle relaxation Rules Money		Looking after money	Banks and building societies	Job roles in the community	Our school environment Our local environment Jobs
Key Learning	Children will be able to identify the 'special people' in their lives who they love and can trust. In further sessions, children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.		Keeping Safe, Children learn to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.		Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good: Living in the Wider World helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.	
<u>Autumn</u>			<u>Spring</u>		<u>Summer</u>	
Year 1 / 2 B	<u>Module 1 Unit 1</u> Let the children come Understanding my feelings Steps to success Rules Money	<u>Module 1 Unit 2</u> I am unique (me) Girls and boys (My body)* Clean and healthy (1) Clean and healthy (2) Needs and wants	<u>Module 3</u> Feelings, likes and dislikes Feeling inside out Super Susie gets angry Similar yet different Saving and spending	<u>Module 1 Unit 4</u> The cycle of life Developing a growth mindset Being active Caring for others - animals Banks and building societies	<u>Module 3 Unit 1</u> Three in one Who is my neighbour? Relaxation - breathing exercises The needs of others Democratic decisions	<u>Module 3 Unit 2</u> The communities we live in Healthy diet Looking after our teeth School council Giving my opinion Jobs
Key Learning	Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships: Me, My Body, My Health encourages children to celebrate similarities and differences		Emotional Well-Being, children will learn to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their		Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good: Living in the Wider	



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	between people, including our God-given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls.		actions. Children will learn about the specifics of the human life cycle and celebrate how they have already changed and grown		World helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.	
	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Year 3 /4 A	<u>Module 1 Unit 1</u> <u>Module 2 Unit 1</u> Get up The Sacraments Jesus my friend My healthy diary Recycling / reusing Spending choices	<u>Module 2 Unit 2</u> Family, friends and others When things feel bad Diet and dental health Local community buildings and groups Budgeting	<u>Module 2 Unit 3</u> Sharing online Chatting online Safe In My Body Relaxation - stretches Money and emotions	<u>Module 2 Unit 3</u> Drugs, alcohol and tobacco First aid heroes Wonderful me Local council and democracy Jobs and careers	<u>Module 3 Unit 1</u> A community of love What is the Church? My superpowers Rights of the child	<u>Module 3 Unit 2</u> How do I love others? Celebrating mistakes My happiness Human rights Gender and careers
Key Learning	Children develop an understanding of the importance of valuing themselves as the basis for personal relationships: Learning about Personal Relationships help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.		Keeping Safe incorporates NSPCC Share Aware resources, as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories. Children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the Module explores in more detail what to do in emergency situations.		Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good: Living in the Wider World, children will learn some of the principles of Catholic Social Teaching from Together For The Common Good, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.	
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Year 3/4 B	<u>Module 1 Unit 2</u> Get up We don't have to be the same Respecting our bodies My healthy diary Recycling / reusing Spending choices	<u>Module 1 Unit 2</u> What is puberty Changing bodies Boy/girl discussion groups Looking after our teeth Local community buildings and groups Budgeting	<u>Module 1 Unit 3</u> What am I feeling? What am I looking at? I am thankful! Relaxation - visual Money and emotions	<u>Module 1 Unit 4</u> Life cycles Meaning and purpose - my role Local council and democracy Jobs and careers	<u>Module 3 Unit 1</u> A community of love What is the Church? Resilience - breaking down problems Rights of the child	<u>Module 3 Unit 2</u> How do I love others? Emotions Mental health Charity Jobs for me
Key Learning	Children begin to develop an understanding of the importance of valuing themselves as the basis for personal relationships and they will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God's loving plan for creation.		Children will begin to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. Media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness. Life cycles explore the miraculous nature of human conception and birth and offers an opportunity for thanksgiving. Sexual intercourse is not discussed in this session.		Children begin explore the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:	
<u>Autumn</u>			<u>Spring</u>		<u>Summer</u>	
Year 5 / 6 A	<u>Module 1 Unit 1</u> Calming the storm Relaxation - yoga Breaking the law Borrowing	The importance of rest Prejudice and discrimination Income and expenditure Prioritising spending	<u>Module 1 Unit 2</u> Gifts and talents Girls bodies Boys bodies Spots and sleep Embracing failure Protecting the planet	<u>Module 1 Unit 3</u> Body image Funny feelings Emotional changes Seeing stuff online Going for goals Contributing to the community	<u>Module 1 Unit 4</u> Making babies (1) Taking responsibility for my feelings Healthy meals Rights and responsibilities	<u>Module 1 Unit 4</u> Menstruation Sun safety Parliament and national democracy Risks with money Careers
What is identity?			Gender identity		Identity and body image	



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Key Learning	Children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation.		Children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. Emotional Well-Being helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online, including pornography.		Children will learn about God's design for creating new life through a more nuanced understanding of menstruation, fertility, conception, fetal development in the womb and childbirth. Sexual intercourse will not be covered.	
	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Year 5 / 6 B	<u>Module 2 Unit 1</u> Calming the storm Is God calling you? Relaxation - mindfulness Pressure groups Attitudes to money	<u>Module 2 Unit 2</u> Under pressure Do you want a piece of cake? Self-talk What can I be? Valuing diversity Keeping money safe	<u>Module 2 Unit 3</u> Sharing isn't always caring Types of abuse Taking responsibility for my health Food choices and the environment Stereotypes in the workplace	<u>Module 2 Unit 3</u> Impacted lifestyles Making good choices Giving assistance The impact of technology on health Caring for others	<u>Module 3 Unit 1</u> The Holy Trinity Catholic social teaching Resilience toolbox Immunisation Rights and responsibilities Gambling	<u>Module 3 Unit 2</u> Reaching out Physical health concerns Good and bad habits Parliament and national democracy Careers
	What is identity?		Gender identity		Identity and body image	
Key Learning	Children explore the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this		Keeping Safe builds on the NSPCC Share Aware resources used in Lower Key Stage Two, equipping children to make safe and sensible decisions about what online content they		Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in	



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	<p>calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:</p> <p>Personal Relationships aims to equip children with strategies for more complex experiences of relationships and conflict. This includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this and further teaching on how our thoughts and feelings have an impact on how we act.</p>	<p>should/shouldn't share, cyberbullying and how to report and get help if they encounter inappropriate messages or material. The third session in the Unit moves into the real world and considers the four types of abuse: sexual, physical, emotional and neglect. Children will know how to spot each type of abuse and who they can go to for help. The final three sessions in this Module explore how drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning, discuss how to make good choices even in pressured situations, and teach essential First Aid such as DR ABC and the recovery position.</p>	<p>the wider community through service, through dialogue and through working for the Common Good: Learning about Living in the Wider World teaches children some of the principles of Catholic Social Teaching from Together For The Common Good, which will help them to fulfil their purpose of making a difference in the world around them. Teaching includes the common good, the human person, social relationships and stewardship.</p>
<p>By the end of primary school: DFE STATUTORY GUIDANCE</p>			
<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. EYFS KS1 LKS2 UKS2 • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. EYFS KS1 LKS2 UKS2 • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. EYFS KS1 LKS2 UKS2 • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. EYFS KS1 LKS2 UKS2 • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. UKS2 • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. EYFS KS1 LKS2 UKS2 		



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<p>Caring Friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. EYFS KS1 LKS2 UKS2 • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. EYFS KS1 LKS2 UKS2 • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. EYFS KS1 LKS2 UKS2 • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. EYFS KS1 LKS2 UKS2 • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. EYFS KS1 LKS2 UKS2
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. EYFS KS1 LKS2 UKS2 • practical steps they can take in a range of different contexts to improve or support respectful relationships. EYFS KS1 LKS2 UKS2 • the conventions of courtesy and manners. EYFS KS1 LKS2 UKS2 Statutory Guidance Mapping 3 • the importance of self-respect and how this links to their own happiness. EYFS LKS2 UKS2 • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. EYFS KS1 LKS2 UKS2



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	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. EYFS KS1 LKS2 UKS2 • what a stereotype is, and how stereotypes can be unfair, negative or destructive. LKS2 UKS2 • the importance of permission-seeking and giving in relationships with friends, peers and adults. EYFS KS1 UKS2
Online Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. LKS2 UKS2 • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. LKS2 UKS2 • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. EYFS KS1 LKS2 UKS2 • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. LKS2 UKS2 • how information and data is shared and used online. LKS2 UKS2
Keeping Safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). EYFS KS1 LKS2 UKS2 • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. EYFS KS1 LKS2 UKS2 • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. EYFS KS1 LKS2 UKS2 • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. EYFS KS1 LKS2 UKS2 • how to recognise and report feelings of being unsafe or feeling bad about any adult. EYFS KS1 LKS2 UKS2



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	<ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard, EYFS KS1 LKS2 • how to report concerns or abuse, and the vocabulary and confidence needed to do so. KS1 LKS2 UKS2 • where to get advice e.g. family, school and/or other sources. EYFS KS1 LKS2 UKS2
<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. LKS2 UKS2 • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. EYFS KS1 LKS2 UKS2 • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. EYFS KS1 LKS2 UKS2 • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. EYFS KS1 LKS2 UKS2 • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. EYFS KS1 LKS2 UKS2 • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. EYFS LKS2 UKS2 • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. LKS2 UKS2 • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. EYFS KS1 LKS2 UKS2 • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). EYFS LKS2 UKS2 • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. LKS2 UKS2



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<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. EYFS KS1 LKS2 UKS2 • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. EYFS LKS2 UKS2 • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. KS1 LKS2 UKS2 • why social media, some computer games and online gaming, for example, are age restricted. UKS2 • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. KS1 LKS2 UKS2 • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. LKS2 UKS2 • where and how to report concerns and get support with issues online. EYFS KS1 LKS2 UKS2
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. EYFS KS1 LKS2 UKS2 • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. EYFS LKS2 UKS2 • the risks associated with an inactive lifestyle (including obesity). LKS2 UKS2 • how and when to seek support including which adults to speak to in school if they are worried about their health. KS1 LKS2 UKS2
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). EYFS KS1 LKS2 UKS2



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	<ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals. KS1 LKS2 UKS2 • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). EYFS KS1 LKS2 UKS2
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking. KS1 LKS2 UKS2
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. EYFS • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. EYFS KS1 LKS2 UKS2 • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. EYFS KS1 LKS2 UKS2 • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. EYFS KS1 LKS2 UKS2 • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. EYFS KS1 LKS2 UKS2 • the facts and science relating to immunisation and vaccination KS1 LKS2 UKS2
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. EYFS KS1 LKS2 UKS2 • concepts of basic first-aid, for example dealing with common injuries, including head injuries. KS1 LKS2 UKS2
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. LKS2 UKS2