

We try to live like Jesus



**The Good Shepherd Catholic Primary Academy
PSHE Intent**



**“Love your neighbour as yourself.”
Matthew 22**

Term	Advent term Belonging													Lent Term Community												Pentecost term Universal Church												
Word of the Week <small>(Values focus with Collective Worship theme with weekly You Tube video made by pupils and our chaplain)</small>	Creation	Encounter	Belonging	Learning	Inclusion	Rosary	Diversity	Holiness	Giving	Youth	Kingdom	Hope	Peace	Joy																								
PSHE Events	Elections (House Captains, Chaplaincy Team, Eco Team, Wellbeing Warriors, School Council, Faith in Action team, Sports Councillors) World Mental Health Day Harvest – Foodbank collection CAFOD charity giving						Anti – Bullying Week Staying Safe Online Day Remembrance Day Other Faiths Week 1- Judaism Save the Children fundraising						Children’s Mental Health Day Safer Internet Day				Lenten Fundraising Projects Foodbank collections				Other Faiths Week 2 – Islam / Sikhism / Hinduism Pupil Questionnaires				Health and Fitness Week Year 6 DARE programme Y5 and Y6 RSHE													
Character Education	We develop our pupils to be engaged and creative, lifelong learners who can contribute to the wider society. Our pupils live out our Catholic mission by responding to social justice and local, national and international charitable work. Our school believes in and celebrates the uniqueness of every child, as created in the image of God. The example of Christ’s love and care, shown by Jesus, Our Good Shepherd, and Our Lady of Lourdes, is encouraged through every aspect of school life. This is developed in partnership with parents, our parish and the wider community. We follow our school mission in trying to live like Jesus which inspires us to achieve our personal potential and be the best we can be academically, spiritually and socially. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We promote and uphold the key British Values of Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs. Teachers ask learners to undertake positions of responsibility around the school, as we believe that children understand values by seeing them in action in others. Our curriculum enshrines Catholic values relating to the importance of stable relationships and family life. It also promotes those virtues which are essential in responding to God’s call to love others with a proper respect for their dignity and the dignity of the human body. Our topics within the RSHE curriculum, will draw on key virtues that sit at the heart of Catholic education; virtues such as respect, appreciation, patience, forgiveness, justice, service and commitment.																																					
British values underpinning all but especially through: (See British Values at The GSA)	Rule of Law (School and Class rules; PSHE Charters) Tolerance of those of different faiths and beliefs (Judaism Week) Democracy (voting for School Councillors, Sports Councillors, House Captain Elections etc)						Mutual Respect and Tolerance of those of different faiths and beliefs (Anti-Bullying Week and Judaism Other Faiths Week)						Individual Liberty				Mutual respect Individual liberty				Tolerance of those of different faiths and beliefs (Other Faiths Week- Islam, Sikhism, Hinduism) Mutual Respect				Individual Liberty													

for more details)					
Coverage through -	PSHE lessons	Weekly lessons in all classes in addition to theme weeks and cross-curricular opportunities. PSHE lessons incorporate Ten Ten Life to the Full and all RSHE content. 45- 60 minutes taught in every class, weekly, all year round.			
	Ten Ten Life to the Full	Relationships and Health Education programme incorporating Values Education			
	Collective Worship, Word of the Week and Values	Collective Worship based on a Word of the Week (Values Education)			
	Religious Education	2 hours per week in KS1 and 2.5 hours per week in KS2, based on Come and See			
	ICT lessons	Weekly or fortnightly lessons including Online Safety Day during Anti-Bullying Week (November) and Safer Internet Day (February)			
	Science lessons	Weekly in all classes			
	Transition / Class Swap	Class swap day in Summer 2 plus extra transition sessions in Year 6. Extra transition to support children with SEN and whole classes, where extra transition work is needed.			
	Year 6 Life Skills Dare25	Taught by external provider in Summer 2- Year 6			
	Moneysense NatWest Bank Workshops	Taught by external provider in Summer 2 – Year 6			
Class rules / start of year	Taught in all classes in September				

Personal, Social and Emotional Development Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Showing kindness and respect through solving disagreements together. Nurturing and forming positive relationships so children with the skills they need to regulate themselves. Encouraging children to cultivate a good self-image, having confidence to be risk takers and independent learners.						
Managing Self ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain reasons for rules, know right from wrong and try to behave accordingly, manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.						
Nursery	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	Using the toilet, washing and drying To understand the basic routine of a Nursery day To explore different areas and resources within the provision both inside and outside To locate own peg and personal labels milk label, name card etc	Increasingly follow class promises, understanding why they are important To put own coat on and off	Remember rules without needing an adult to remind them Hands their hands thoroughly. To take own shoes on and off	To understand how to brush their teeth, To articulate what is safe and unsafe in the Nursery environment – e.g. carrying scissors, shouting too loud, running indoors	Develop their sense of responsibility and membership of a community To know how to adapt behaviour accordingly to different situations	Be increasingly independent in meeting their own care needs.
Reception	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	To know how to select and use activities and resources with help. To know how to enjoy the responsibility of carrying out small tasks. To talk to other children when playing, and communicate freely about home and community. To know how to show confidence in asking adults for help. To understand there are rules in the classroom to follow and expectations for behaviour. To begin to independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. To manage their own personal hygiene e.g., toileting and follow 1 step instructions.	To talk about the different factors that support overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, having a good sleep routine. To know how to be outgoing towards unfamiliar people and more confident in new social situations. Begin to take turns and share resources. Remember rules without needing an adult to remind them. To independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board.	To know how to welcome and value praise for what they have done. To know how to willingly participate in a wide range of activities. To know how to be confident to speak to others about own needs, wants, interests and opinions. To know how to describe themselves in positive terms and talk about own abilities. To know how to be resilient and persevere in the face of challenge. To understand the behavioural expectations of the setting.	To know how to be a valuable individual. To know how to describe themselves in positive terms and talk about own abilities. I can talk about healthy and unhealthy foods and the importance of regular physical exercise. (PE) To show perseverance and resilience in the face of a challenge. To take pride in self, work and achievements by sharing/showing others.	ELG: Managing Self To know how to be confident to try new activities and show independence, resilience and perseverance in the face of challenge; To know how to explain the reasons for rules, know right from wrong and try to behave accordingly; To know how to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
Personal, Social and Emotional Development Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Showing kindness and respect through solving disagreements together. Nurturing and forming positive relationships so children with the skills they need to regulate themselves. Encouraging children to cultivate a good self-image, having confidence to be risk takers and independent learners.						
Self-Regulation ELG: Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly, set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate, give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.						
Nursery	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	Select and use activities and resources, with help when needed. This helps them to	Talk about their feelings using words like happy, sad, angry or worried.	To know how to develop own preferences and interests	Develop appropriate ways of being assertive	To know how to select and use activities and resources	To know how to be confident to talk to other children when playing and communicating

	achieve a goal they have chosen, or one which is suggested to them To know how to comfortably separate from grown up To welcome praise for what they have done	To know how to develop their sense of responsibility To know how to join a range of activities	To demonstrate a sense of self as an individual e.g. want to do things independently To know how to select and use resources To enjoy the responsibility of carrying out small tasks	To show high levels of engagement during discovery time To persevere to complete a challenge	To know how to be confident to talk to other children when playing To know how to ask an adult for help when needed	To be confident and outgoing towards unfamiliar adults and new situations
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Reception	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost
	To begin to talk about own feelings, using words like 'happy', 'sad', 'angry'. Begin to understand there are rules in the classroom to follow and expectations for behaviour. To know how to accept the needs of others and how to take turns and share resources, sometimes with support from others.	To know how to tolerate delay when my needs are not immediately met, and understand that their wishes may not always be met. Begin to understand how others might be feeling, and know that some actions and words can hurt others' feelings To know how to express their own feelings and begin to identify how they are feeling on the zones of regulation board. To take turns and share resources independently. To remember rules and expectations with some prompting. To show more confidence in new social situations.	To know how to start to negotiate and solve problems without aggression, e.g. when someone has taken their toy. To know how to express their feelings and consider the feelings of others. To talk about, identify and moderate own feelings socially and emotionally. To show perseverance and resilience in the face of a challenge.	To confidently seek others to share activities and experiences. To talk to others to resolve conflicts. To know how to adapt behaviour to different events, social situations and changes in routine. To know that their own actions affect other people, for example, become upset or try to comfort another child when they realise they have upset them.	ELG: Self-Regulation To know how to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; To know how to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; To know how to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Personal, Social and Emotional Development
Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Showing kindness and respect through solving disagreements together. Nurturing and forming positive relationships so children with the skills they need to regulate themselves. Encouraging children to cultivate a good self-image, having confidence to be risk takers and independent learners.

Building Relationships
ELG: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and others' needs.

Nursery	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	Show more confidence in new social situations E.g. venture away to play and interact with others but return for a cuddle or reassurance if a little anxious To play alongside others	To know how to show interest in others play and start to join in To know how to seek others out to share experiences.	Play with one or more other children, extending and elaborating play ideas To play cooperatively (my turn, your turn) with a familiar person e.g. playing bat and ball,	Understand gradually how others might be feeling Find solutions to conflicts and rivalries. E.g. Not everyone can be Spider – Man in the game, and suggesting other ideas. Talk to others to resolve conflicts	To know how to initiate play, offering cues to peers to join in To know how to play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children	To know how to keep the play going by responding to what others are saying or doing. To know how to demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults

Reception	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	To separate from main carer/adult with little support. To know how to demonstrate friendly behaviour, initiating conversations and forming good relationships with friends and familiar adults. To show interest in others play and start to join in with some adult support. To begin to engage in positive interactions with adults and peers.	To continue to build constructive and respectful relationships. To play with one or more other children, extending and elaborating play ideas. To know how to initiate play, offering cues to their friends to join them.	To know how to start conversations, attend to and take account of what others say. To know how to explain their own knowledge and understanding, and ask appropriate questions of others. To seek others to share activities and experiences. To begin to talk to others to resolve conflicts	To know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. To know how to take steps to resolve conflicts with other children, e.g. finding a compromise. To know how to think about the perspectives of others.	ELG: Building Relationships To know how to work and play cooperatively and take turns with others; To know how to form positive attachments to adults and friendships with peers; To know how to show sensitivity to their own and to others' needs.	

Year 1	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Unit	Health and Wellbeing: Physical health and mental wellbeing	Relationships: Safe relationships	Health and Wellbeing: Keeping safe	Relationships: Families and friendships	Health and Wellbeing: Physical health and mental wellbeing	Health and Wellbeing: Growing and changing
Week 1	H11. about different feelings that humans can experience	R16. how to respond if physical contact makes them feel uncomfortable or unsafe (Being Safe)	H28. about rules and age restrictions that keep us safe	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives;	H1. about what keeping healthy means; different ways to keep healthy H10. about the people who help us to stay physically healthy	L6. to recognise the ways they are the same as, and different to, other people H21. to recognise what makes them special; H22. to recognise the ways in which we are all unique (I am Unique)
Week 2	H12. how to recognise and name different feelings	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private (Physical Contact 1) (NSPCC PANTS session – send letter from PSHE folder)	H34. basic rules to keep safe, 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	R3. about different types of families including those that may be different to their own (2 sessions, if time allows)	H2. about foods that support good health and the risks of eating too much sugar	H23. to identify what they are good at, what they like and dislike (Feelings, Likes and Dislikes)
Week 3	H13. how feelings can affect people's bodies and how they behave (Feeling Inside Out)	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online Anti-Bullying Week			H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	L6. to recognise the ways they are the same as, and different to, other people H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) (Girls and Boys: My Body)
Week 4	H14. how to recognise what others might be feeling	R15. how to respond safely to adults they don't know	H35. about what to do if there is an accident and someone is hurt	R4. to identify common features of family life	H5. simple hygiene routines that can stop germs from spreading	H24. how to manage when finding things difficult
Week 5	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	Wider World: Money and work L10. what money is; forms that money comes in; that money comes from different sources	R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	H8. how to keep safe in the sun and protect skin from sun damage	
Week 6					H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	
Cross-curricular lessons	Relationships: Families and friendships R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for Wider World: Belonging to a Community L1. about what rules are, why they are needed, and why different rules are needed for different situations	Story sessions: Let the Children Come (RE topic Belonging) Relationships: Respecting ourselves and others R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively	Wider World: Media literacy & digital resilience L7. about how the internet and digital devices can be used safely to find things out and to communicate with others.	Relationships: Respecting ourselves and others H34. the importance of telling a trusted adult if they come across something that scares them (RE topic Special People) That we are part of God's family; that God loves us; that saying sorry is important and can mend friendships (RE topic Special People) R21. about what is kind and unkind behaviour, and how this can affect others (RE topic Change)		H27. about preparing to move to a new class/year group

	L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L4. about the different groups they belong to L14. that everyone has different strengths	Health and Wellbeing: Keeping safe 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				
Year 2	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Unit	Health and Wellbeing: Physical health and mental wellbeing	Relationships: Safe Relationships	Health and Wellbeing: Keeping Safe	Relationships: Families and friendships	Health and Wellbeing: Physical health and mental wellbeing	Health and Wellbeing: Keeping Safe
Week 1	H16. about ways of sharing feelings; a range of words to describe feelings	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private (Physical Contact 2) (NSPCC PANTS session – send letter from PSHE folder)	H29. to recognise risk in simple everyday situations and what action to take to minimise harm	R6. about how people make friends and what makes a good friendship	H4. about why sleep is important and different ways to rest and relax H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health (Clean and Healthy- two sessions)	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
Week 2	H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) (Good Secrets and Bad Secrets)	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	R7. about how to recognise when they or someone else feels lonely and what to do	H4. about why sleep is important and different ways to rest and relax H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health (Clean and Healthy- two sessions)	H33. about the people whose job it is to help keep us safe
Week 3	H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good (Super Susie Gets Angry)	R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult Anti-Bullying Week		R8. simple strategies to resolve arguments between friends positively	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	H36. how to get help in an emergency (how to dial 999 and what to say) (Can You Help Me?)
Week 4	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	R14. that sometimes people may behave differently online, including by pretending to be someone they are not	Wider World: Money and work L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want	R9. how to ask for help if a friendship is making them feel unhappy	Wider World: Belonging to a Community That God is love: Father, Son and Holy Spirit; That being made in His image means being called to be loved and to love others (Three in One)	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 (Harmful Substances)
Week 5	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe		Relationships: Respecting ourselves and others R23. to recognise the ways in which they are the same and different to others	L2. how people and other living things have different needs; about the responsibilities of caring for them (Who is my Neighbour?)	H26. about growing and changing from young to old and how people's needs change (The Cycle of Life)

Week 6	Relationships: Respecting ourselves and others R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous (Treat Others Well)	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			L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community (The Communities we Live in)	
Cross curricular lessons		Health and Wellbeing: Keeping safe 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 Anti-Bullying Week	Wider World: Media literacy and digital resilience L9. that not all information seen online is true Safer Internet Day	Relationships: Respecting ourselves and others R24. how to listen to other people and play and work cooperatively	Health and Wellbeing: Physical health and mental wellbeing H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H5. simple hygiene routines that can stop germs from spreading Wider World: Belonging to a Community L3. about things they can do to help look after their environment L6. to recognise the ways they are the same as, and different to, other people	Health and Wellbeing: Growing and changing H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H27. about preparing to move to a new class/year group
Year 3	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Unit	Wider World: Belonging to a Community	Relationships: Safe Relationships	Relationships: Families and friendships	Wider World: Money and Work	Health and Wellbeing: Physical health and Mental wellbeing	Health and Wellbeing: Growing and Changing
Week 1	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (Friends, Family and Others)	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	H2. about the elements of a balanced, healthy lifestyle	H27. to recognise their individuality and personal qualities
Week 2	L2. to recognise there are human rights, that are there to protect everyone	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life	H3. about choices that support a healthy lifestyle, and recognise what might influence these	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth (We don't have to be the Same (but not the puberty assessment activity))
Week 3	L3. about the relationship between rights and responsibilities	Relationships: Respecting ourselves and others	R7. to recognise and respect that there are different types of family structure (including single parents, step-parents, blended	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them	H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of	H29. about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking

		R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour (When Things Feel Bad)	families, foster parents); that families of all types can give family members love, security and stability		eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity.	
Week 4	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. (How do I Love Others?)	The Sacraments	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 (What is the Church?)	L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation		Health and Wellbeing: Keeping Safe H38. how to predict, assess and manage risk in different situations
Week 5	Health and Wellbeing: Physical health and Mental wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings (What Am I Feeling? (but not the puberty assessment activity))	About the importance of forgiveness (Jesus, My Friend)			H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	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
Week 6	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;	Story Sessions: Get Up!				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
Cross curricular		Relationships: Respecting ourselves and others 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 R22. about privacy and personal boundaries; what is appropriate online R31. that everyone, including them, should expect to be treated politely and with respect by others when online and/or anonymous	Wider World: Media literacy and Digital resilience L11. recognise ways in which the internet and social media can be used both positively and negatively			H36. strategies to manage transitions between classes
Year 4	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Unit	Relationships: Families and friendships	Relationships: Safe Relationships	Relationships: Families and friendships	Relationships: Respecting ourselves and others	Health and Wellbeing: Physical health and Mental wellbeing	Health and Wellbeing: Growing and Changing

Week 1	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (Sharing Online) (NSPCC session – send letter from PSHE folder)	R13. the importance of seeking support if feeling lonely or excluded	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background	H2. about the elements of a balanced, healthy lifestyle	H32. about how hygiene routines change as we get older, the importance of keeping clean and how to maintain personal hygiene
Week 2	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	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 (Chatting Online) (NSPCC session – send letter from PSHE folder)	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable;	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	H34. about where to get more information, help and advice about growing and changing
Week 3	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	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 Anti-Bullying Week	R18. how to manage this and ask for support if necessary	10/10: To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. (What Am I Looking at?)	H5. about what good physical health means; how to recognise early signs of physical illness	H1. how to make informed decisions about health; H35. about the new opportunities and responsibilities that increasing independence may bring (Respecting Our Bodies)
Week 4	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	R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret	Wider World: Belonging to a Community Story Sessions: Get Up!	Wider World: Money and Work L17. about the different ways to pay for things and the choices people have about this	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes);
Week 5	Health and Wellbeing: Physical health and Mental wellbeing H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (I am Thankful)	God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' • The human family is to reflect the Holy Trinity in mutual charity and generosity (A Community of Love)	L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)	Health and Wellbeing: Keeping Safe H38. how to predict, assess and manage risk in different situations	
Week 6			The human family can reflect the Holy Trinity in charity and generosity. The Church family comprises of home, school and parish (which is part of the diocese) .(What is the Church?)	L20. to recognise that people make spending decisions based on priorities, needs and wants	H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	
Cross curricular lessons		R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing,	Wider World: Media literacy and Digital resilience L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that		H6. risks associated with not eating a healthy - tooth decay H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to	H36. strategies to manage transitions between classes

		name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	connected devices can share information		the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas) Wider World: Belonging to a Community 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 L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community	
Year 5	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Units	Relationships: Families and friendships	Relationships: Safe Relationships	Health and Wellbeing: Keeping Safe	Relationships: Respecting ourselves and others	Health and Wellbeing: Physical health and Mental wellbeing	Health and Wellbeing: Growing and Changing
Week 1	R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. 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. How to report and get help if they encounter inappropriate materials or messages. (Sharing isn't Always Caring)	H38. how to predict, assess and manage risk in different situations	H43. about what is meant by first aid; basic techniques for dealing with common injuries (First Aid Heroes)	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (Spots and Sleep)	H27. to recognise their individuality and personal qualities (Gifts and Talents)
Week 2	R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Cyber-Bullying)	To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; That some behaviour is wrong, unacceptable, unhealthy or risky (Funny Feelings).	Know that recovery position can be used when a person is unconscious but breathing. (Giving Assistance)		H31. about the physical and emotional changes that happen when approaching and during puberty H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty (What is Puberty)

Week 3	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others	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 Anti-Bullying Week	Know that emotions change as they grow up (including hormonal effects); Deepen their understanding of the range and intensity of their feelings; About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/ carers/ teachers when worried ensures healthy well-being. (Emotional Changes)	Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure. (Under Pressure)	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	H31. Puberty including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams (Changing Bodies)
Week 4	R16. how friendships can change over time, about making new friends and the benefits of having different types of friends	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (Types of Abuse)	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	R26. about seeking and giving permission (consent) in different situations (Do You Want a Piece of Cake?)	H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries. (Girls' Bodies)
Week 5	R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely		R21. about discrimination: what it means and how to challenge it	Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions • Apply this approach to personal friendships and relationships (Self - Talk) R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries. (Boys' Bodies)
Week 6	Health and Wellbeing: Mental wellbeing H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing		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); strategies to improve or support courteous, respectful relationships		H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation. (Menstruation – not Delving Deeper)
Cross curricular lessons		R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	Wider World: Media literacy and Digital resilience L12. how to assess the reliability of sources of information online;	Wider World: Belonging to a Community L4. the importance of having compassion towards others; shared		

		R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	and how to make safe, reliable choices from search results	responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)		
Year 6	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Unit	Health and Wellbeing: Physical health and Mental wellbeing	Health and Wellbeing: Keeping Safe	Relationships: Families and friendships	Relationships: Safe Relationships	Wider World: Belonging to a Community	Health and Wellbeing: Growing and Changing
Week 1	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	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	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (Under Pressure)	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries. (Girls' Bodies) H34. about where to get more information, help and advice about growing and changing, especially about puberty
Week 2	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky (Funny Feelings)	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (including same-sex civil partnership as Rule of Law whilst also emphasising the Catholic understanding of marriage).	R26. about seeking and giving permission (consent) in different situations (Do You Want a Piece of Cake?)	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries (Boys' Bodies) H34. about where to get more information, help and advice about growing and changing, especially about puberty
Week 3	Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; About emotional well-being: that beauty, art, etc. can lift the spirit;	H35. about the new opportunities and responsibilities that increasing independence may bring	R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others	To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media. (Body Image)	R21. about discrimination: what it means and how to challenge it	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for (Life cycles)

	and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being. (Emotional Changes)					
Week 4	H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	The principles of Catholic Social Teaching. That God formed them out of love, to know and share His love with others. (Catholic Social Teaching)	R7. to recognise and respect that there are different types of family structure (including single parents, step-parents, blended families, same-sex parents, foster parents); that families of all types can give family members love, security and stability	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (Sharing Isn't Always Caring)	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Making Babies 1)- Right of Withdrawal applies, if necessary
Week 5	H22. to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult	Learn to apply the principles of Catholic Social Teaching to current issues. Find ways in which they can spread God's love in their community. (Reaching Out)		The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images. (Seeing Stuff Online)	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Making Babies 2)- Right of Withdrawal applies, if necessary
Week 6	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement					About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation. (Menstruation)
Cross curricular lessons	Is God Calling You? covered in Year 6 RE topic Vocations and Commitment	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 R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities Wider World: Media literacy and Digital resilience 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	L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)	Health and Wellbeing: Physical health and Mental wellbeing	Health and Wellbeing: Keeping Safe 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 H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping 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 H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new

							schools H36. strategies to manage transitions between classes and key stages
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