



Archdiocese of  
**Liverpool**

# **Relationship, Sex and Health Education Policy (RSHE)**

<b>Chair of Governors</b>	Judith Hunt
<b>Headteacher</b>	Damian Wilson
<b>Date adopted:</b> Autumn 2022	<b>Review Date:</b> Autumn 2025

**This policy is in conjunction with the following policies. Please ask a member of staff if you would like any of the following:**

Health and well-being policy

Bereavement policy

Child Protection and Safeguarding policy

Anti-bullying policy

Behaviour policy

Equality policy

PSHE Policy

*"Together, we learn, love and grow with Jesus"*

### **Rationale**

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

We are involved in Relationship, Sex and Health Education (RSHE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government), RSHE will be firmly embedded in the PSHE/RSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationship, Sex and Health Education (RSHE) will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## **Aim**

St Jude's Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex and Health Education (RSHE) using the Archdiocesan recommended resource 'A Journey In Love' 2020, we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

At St Jude's Catholic Primary School, we have opted to use 'A Journey In Love' RSHE programme, recommended by Liverpool Archdiocese and the Catholic Bishops of England and Wales. This programme is authentic to the Catholic faith and supports the teaching and learning of our pupils from Pre-school to Year 6. Our belief in the unique dignity of the human person as made in the image and likeness of God underpins our approach to education in our school. Our approach to RSHE seeks to educate the whole child spiritually, intellectually, morally, emotionally, psychologically and physically towards our understanding of Christian maturity.

The statutory curriculum intent will be met by:

## **The Purpose**

The aims of Relationship, Sex and Health Education (RSHE) at St Jude's Catholic Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## **Statutory Requirements**

At St Jude's Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A

The statutory guidance from the Department for Education Equality Act 2010.

### **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Roisin Jackson – RE/RSHE lead/DHT, Kirsty Hulme – PSHE/Science lead, Melanie Ashurst – Pastoral lead.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents have been given the opportunity to look at the RSHE policy and voice their opinions (06/09/22)
4. Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education through pupil voice (12/07/22)
5. Ratification – once amendments were made, the policy was shared with governors and ratified (to be approved on 03/10/22 at Full Governing Board meeting)

### **Definition**

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

### **Curriculum**

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents, Relationship Sex and Health Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2020. This includes \*sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

We have adapted the PSHE Association Primary Scheme of Work and Primary toolkit based on findings using statistics from PHIT for Purpose.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

### **Delivery of Relationship, Sex and Health Education (RSHE)**

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

### **Equal Opportunities**

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

### **Roles and Responsibility**

## **The Governing Body**

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

## **The Headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6\* (see right of withdrawal).

## **Staff**

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.

## **Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

## **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the 'Physical' aspect within Journey In Love - the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSHE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

## **Monitoring arrangements**

The delivery of RSHE is monitored by Roisin Jackson (RSHE lead) by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

Pupils' development in RSHE is monitored by class teachers as part of our internal informal assessment systems.

This policy will be agreed annually by the governors and reviewed every three years.

### **Resources**

A Journey in Love 2020

Come and See

The PSHE Association [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

School Counsellor

Pastoral support available at all times

Winston's Wish - giving hope to grieving children

Grief Encounter

St Jude's Bereavement Policy, as advised by Wigan Council (see appendix 8)

Mental health and well-being resources (see appendix 12)

### **Early Years Foundation Stage**

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Key Stage One**

KS1 and Early Years – visit from the lolly-pop lady

The Underwear PANTS Rule [www.nspcc.org.uk](http://www.nspcc.org.uk)

Childline

Visit from the fire brigade and police

Visit from the Dogs Trust

### **Key Stage Two**

Year 4 – visit from a dentist

Childline

Visit from the fire brigade and police

Visit from the Dogs Trust

Wigan Warriors – First Aid for children



## Appendix

Appendix 1.1 - Primary Relationships Education Statutory Learning Opportunities

Appendix 1.2 – Come and See (RE) and RSE overview

Appendix 1.3 – Statutory Science Curriculum

Appendix 1.4 - PSHE Whole School Progression Map, links with RSHE & Science

Appendix 1.5 – PHIT for Purpose mapping

## Appendix 1.1

### Primary Relationships Education Statutory Learning Opportunities

#### Families and people who care for me

That families are important for children growing up because they can give love, security and stability	Year 3 – families and friendships Year 1 and Year 3 – RSHE – Social and emotional Year 1 – RE – Family Early Years – RSHE – Social and emotional
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	RSHE – Year 6 – Social and emotional Year 1 and Year 3 – Families and friendships Year 1 – RE - Family
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	Year 3 – families and relationships Year 3 – RSHE – Social and emotional Year 4 – RSHE – Physical, social and emotional Year 1 – RE - Family
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	Year 6 – RSHE – Social and emotional Year 1 – RE - Family
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 6 – families and friendships Year 6 RSHE – Social and emotional
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Year 1 and Year 3 – families and friendships

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#### Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	Year 2 – families and friendships Year 2 RSHE – Social and emotional Year R – RE - Friends
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The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Year 4 and Year 5 – families and friendships Year 3 – RSHE – Social and emotional Year 6 RSHE – Spiritual Year R – RE - Friends
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Year 5 – families and friendships Year R – RE - Friends
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	Year 2 – families and friendships Year 5 – families and friendships Year 5 RSHE – Social and emotional Year 3 RSHE - Physical
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	Year 5 – families and friendships

### **Respectful relationships**

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	Year 2, Year 3, Year 4 and Year 5 – Respecting ourselves and others Year 4 RSHE – Physical and Spiritual Year 2 RSHE – Social and emotional Year 1 – RSHE – Physical and Spiritual Year 5 – RE – Ourselves Early YEARS – RSHE - Physical
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Year 2, Year 4 and Year 5 – families and relationships
The conventions of courtesy and manners	All year groups Year 4 – RSHE – Social and emotional
The importance of self-respect and how this links to their own happiness	Year 3 – Respecting ourselves and others Year 5 RSHE – Social and emotional and Spiritual

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	All year groups – Respecting ourselves and others Year 3 – RSHE - Physical
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	Year 2, Year 3 and Year 4 – Safe relationships Year 5 – Respecting ourselves and others Year 1 – RSHE -Physical
What a stereotype is, and how stereotypes can be unfair, negative or destructive	Year 6 – Belonging to a community Year 4 RSHE – Physical
The importance of permission-seeking and giving in relationships with friends, peers and adults	Year 1, Year 5 – Safe relationships. Also discussed when situations arise in school.

### **Online relationships**

That people sometimes behave differently online, including by pretending to be someone they are not	Year 4 – families and friendships Year 3 – media literacy and digital resilience Year 3 RSHE – Social and emotional All year groups ongoing (e-safety), particularly 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	Year 2, Year 3 and Year 4 – safe relationships All year groups ongoing (e-safety), particularly UKS2.
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	All year groups – ongoing (e-safety, PSHE, RSHE)
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Year 4 and Year 6 – safe relationships All year groups ongoing (e-safety), particularly UKS2.
How information and data is shared and used online	Year 5 – Media literacy and digital resilience

## Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Year 3 – Safe relationships Year 2 – RSHE – Physical Year 6 – RSHE - Spiritual
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	Year 1 – RSHE – Physical Year 2, Year 4 and Year 5 – Safe relationships
That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Year 1 – RSHE – Physical All year groups – PSHE Year 2 – RSHE - Physical
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	All year groups – E-safety
How to recognise and report feelings of being unsafe or feeling bad about any adult	All year groups – PSHE – Safe relationships Year 1 – RSHE – Social and emotional
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Year 5 – RSHE – Social and emotional Year 6 – RSHE – Spiritual Year 2 – RSHE – Physical Year 5 – Keeping safe Year 6 – Safe relationships
How to report concerns or abuse, and the vocabulary and confidence needed to do so	Year 4 and Year 6 – Safe relationships Year 5 – RSHE – Social and emotional Year 6 – RSHE – Spiritual Year 5 – Respecting ourselves and others Year 3 and Year 6 – Media literacy and digital resilience
Where to get advice from e.g. family, school and/or other sources	Year 5 – RSHE – Social and emotional Year 6 – RSHE – Spiritual Year 2 – RSHE – Physical health and mental well-being Year 5 – Keeping safe Year 6 – Safe relationships Year 1 – RSHE – Social and emotional

## Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	Year 2, Year 3, Year 4, Year 5 and Year 6 - Physical health and mental well-being Year 3 – RSHE - Physical
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	Year 2, Year 3 - Physical health and mental well-being Year 4 – RSHE - Spiritual
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	Year 2, Year 3 - Physical health and mental well-being Year 4 – RSHE - Spiritual
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Year 6 – Physical health and mental well-being
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Year 2, Year 3, Year 4, Year 5 and Year 6 - Physical health and mental well-being Year 3 –RSHE - Physical Year 4 – RSHE - Spiritual
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Year 5 – Physical health and mental well-being
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Year 6 – Physical health and mental well-being
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Y2-Y6 – e-safety, ongoing.
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)	YR-Y6 – PSHE, ongoing in each lesson.
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	Year 6 – Physical health and mental well-being

## **Internet safety and harms**

That for most people the internet is an integral part of life and has many benefits	All year groups – Media literacy and digital resilience
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	Year 6 – Physical health and mental well-being
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	All year groups ongoing (e-safety), particularly UKS2.
Why social media, some computer games and online gaming, for example, are age restricted	Year 3 and Year 6 - Media literacy and digital resilience. All year groups ongoing (e-safety), particularly KS2.
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	All year groups – PSHE – Keeping safe. (mental health Y5&Y6) All year groups ongoing (e-safety), particularly UKS2.
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Year 4 and Year 6 - Media literacy and digital resilience
Where and how to report concerns and get support with issues online	Year 4 and Year 6 – Safe relationships Year 3 – Media literacy and digital resilience. All year groups ongoing (e-safety).

## **Physical health and fitness**

The characteristics and mental and physical benefits of an active lifestyle	All year groups – PSHE and PE Year 3 and Year 6 – (mental health aspects) Physical health and mental well-being
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	All year groups – PSHE, Physical health and mental well-being and PE YEAR 2 – Science, Animals including humans

The risks associated with an inactive lifestyle (including obesity)	All year groups – PE Year 5 - Physical health and mental well-being
How and when to seek support including which adults to speak to in school if they are worried about their health	Year 6 – physical health and mental well-being

### **Healthy eating**

What constitutes a healthy diet (including understanding calories and other nutritional content)	Year 3 – Science – Animals, including humans. Will also be covered when our PSHE co-ordinator leads a day on healthy eating.
The principles of planning and preparing a range of healthy meals	Year 1, Year 2 and Year 3 – Physical health and mental well-being Year 2 – Science – Animals including humans
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)	Year 2, Year 3, Year 4 and Year 6 - Physical health and mental well-being Year 6 – RSHE – Animals, including humans

### **Drugs, alcohol and tobacco**

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Year 4 and Year 6 – Keeping safe
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### **Health and prevention**

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Year 5 - Physical health and mental well-being
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Year 5 - Physical health and mental well-being
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Year 2 and Year 5 - Physical health and mental well-being



About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	Year 2 and Year 4 - Physical health and mental well-being Year 4 – Science – Animals, including humans
About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing	Year 1 and Year 5 - Physical health and mental well-being Year 1 – RSHE – Physical Year 2 – Science – Animals including humans
The facts and science relating to allergies, immunisation and vaccination	Year 2 - Physical health and mental well-being Year 5 – (allergies) Physical health and mental well-being

### **Basic first aid**

How to make a clear and efficient call to emergency services if necessary	Year 2 and Year 5 – Keeping safe
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Year 5 – Keeping safe

### **Changing adolescent body**

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Year 5 – Growing and changing Year 5 – RSHE - Physical
About menstrual wellbeing including the key facts about the menstrual cycle	Year 5 – Growing and changing

## Appendix 1.2

# Come and See and Relationship Sex and Health Education

## Introduction

The following a model on how we link Relationship Health and Sex Education with Come and See. Some of these aspects might be covered in the EXPLORE section where the topic is being introduced, starting with the pupil's own experience, and extending into the REVEAL and RESPOND sections. Some ideas may be used in the REVEAL process where the teaching is explicitly concerned with Scripture and the teaching of the Church. Some topics offer more explicit teaching to develop ideas about Relationship and Sex Education, some less so.

We also link RSHE with other aspects of the curriculum e.g. Science, P.E, PSHE etc. Please see appendix 1.1

<b>EARLY YEARS</b>		
<b>MYSELF</b>	God knows and loves each one	<ul style="list-style-type: none"><li>· Each one's name is important</li><li>· I am special and have a special name</li><li>· I have a family name</li><li>· Everyone is precious to God</li></ul>
<b>WELCOME</b>	Baptism a welcome to God's family	<ul style="list-style-type: none"><li>• How we are made to feel welcome</li><li>• How do we show others that they are welcomed?</li><li>• How is a baby welcomed into a family</li></ul>
<b>BIRTHDAY</b>	Looking forward to Jesus' birthday	<ul style="list-style-type: none"><li>· Why do we celebrate birthdays?</li><li>· What a birthday is</li><li>· What people do while they wait for a birthday</li><li>· Some of the ways birthdays are celebrated</li></ul>
<b>CELEBRATING</b>	People celebrate in church	<ul style="list-style-type: none"><li>· Why is celebrating important?</li><li>· What is good about celebrating together?</li><li>· What a celebration is</li><li>· Different elements of celebration</li><li>· Different ways of celebrating</li></ul>

<b>GATHERING</b>	The parish family gathers to celebrate Eucharist	<ul style="list-style-type: none"> <li>· Why do we gather together?</li> <li>· How we gather as a church/parish family</li> <li>· What are the things that are better done together and why</li> <li>· The importance of gathering</li> </ul>
<b>GROWING</b>	Looking forward to Easter	<ul style="list-style-type: none"> <li>· The ways in which we grow</li> <li>· That spring is a time when things begin to grow</li> <li>· The ways in which we can grow in love to be more like Jesus</li> </ul>
<b>GOOD NEWS</b>	Passing on the Good News of Jesus	<ul style="list-style-type: none"> <li>· How they and others feel when they have good news.</li> <li>· The joy and happiness the good news brings</li> <li>· That everyone has good news to share</li> </ul>
<b>FRIENDS</b>	Friends of Jesus	<ul style="list-style-type: none"> <li>· how friends make us feel happy, comfortable and glad</li> <li>• What breaks and mends friendships:</li> <li>• It is good to have friends</li> <li>• How we can change and say sorry and forgive each other</li> </ul>
<b>OUR WORLD</b>	God's wonderful world	<ul style="list-style-type: none"> <li>· How wonderful our world is</li> <li>· How we could make God's world even more wonderful</li> <li>· What would happen if we did not look after our world?</li> <li>· What we love about our world.</li> <li>· What fills us with wonder about our world.</li> <li>· Everyone shares God's world.</li> <li>· How we would feel if we did not work together to share God's world.</li> </ul>

## YEAR 1

<b>FAMILIES</b>	God's love and care for every family	<ul style="list-style-type: none"> <li>· How families show love and care for each other.</li> <li>· God's love and care for them and their families.</li> <li>· How God shows love and care for individuals, families and all of creation</li> </ul>
<b>BELONGING</b>	Baptism an invitation to belong to God's family	<ul style="list-style-type: none"> <li>· What it feels like to belong</li> <li>• The experience of belonging to their family and the Church family</li> <li>• How babies are welcomed into the Church family.?</li> <li>• Parents are blessed.</li> </ul>
<b>WAITING</b>	Advent a time to look forward to Christmas	<ul style="list-style-type: none"> <li>· How we feel when we are waiting</li> <li>• Why waiting can be difficult at times</li> <li>• Others may help us as we wait</li>   <li>• We can help others.</li> </ul>
<b>SPECIAL PEOPLE</b>	People in the parish family	<ul style="list-style-type: none"> <li>• Special people help us</li> <li>• What makes a person special</li> <li>• How we can love and serve each other</li> <li>• There are people who do special jobs at Mass when the parish family gathers</li> <li>• Some of ways in which these people help</li> </ul>
<b>MEALS</b>	Mass; Jesus' special meal	<ul style="list-style-type: none"> <li>• What important for a happy meal</li> <li>• What makes a family meal special.</li> <li>• Preparation for a meal.</li> <li>• How we love and serve Jesus</li> <li>• How it is good to say thank you for our meals</li> </ul>
<b>CHANGE</b>	Lent a time for change	<ul style="list-style-type: none"> <li>· How the season change.</li> <li>· The ways we change and grow in love and kindness.</li> <li>· How we can change and make a new start in Lent</li> </ul>

<b>HOLIDAYS AND HOLYDAYS</b>	Pentecost: the feast of the Holy Spirit	<ul style="list-style-type: none"> <li>• Why are holidays different from ordinary days</li> <li>• What makes holidays happy times</li> <li>• How holidays are times to relax and do something different</li> <li>• We should thank God for holidays and our wonderful world</li> </ul>
<b>BEING SORRY</b>	God helps us to choose well	<ul style="list-style-type: none"> <li>• Making choices that help us feel happy.</li> <li>• Making choices that make us feel unhappy.</li> <li>• What helps us to make good choices.</li> <li>• How would it be if everyone followed Jesus' new rule to 'love one another'.</li> <li>• Sometimes hard to say sorry and to forgive.</li> <li>• It is good to say sorry</li> <li>• The end of the day is a good time to reflect on the choices made and to ask God's forgiveness.</li> </ul>
<b>NEIGHBOURS</b>	Neighbours share God's world	<ul style="list-style-type: none"> <li>• Who is our neighbour?</li> <li>• What makes a good neighbour</li> <li>• How we can be a good neighbour</li> <li>• What happens if someone is not a good neighbour</li> </ul>

## YEAR 2

<b>YEAR 2</b>		
<b>BEGINNINGS</b>	God is present in every beginning	<ul style="list-style-type: none"> <li>• How you feel when you begin anything new</li> <li>• Why some beginnings are easy and some are difficult <ul style="list-style-type: none"> <li>• How we begin our day</li> <li>• How each day is a new beginning.</li> <li>• God cares for everyone.</li> </ul> </li> <li>• God being present in all new beginnings</li> </ul>

<b>SIGNS &amp; SYMBOLS</b>	Signs and symbols used in Baptism	<ul style="list-style-type: none"> <li>· The meaning and importance of some symbols in life.</li> <li>· The power of symbols to convey meaning</li> <li>· Some of the signs and symbols in daily life</li> </ul>
<b>PREPARING</b>	Advent; preparing to celebrate Christmas	<ul style="list-style-type: none"> <li>· Why is it necessary to prepare?</li> <li>· What would happen if you didn't prepare?</li> <li>· How you feel when you are preparing for special times?</li> <li>· What is the best way to prepare for Jesus' coming?</li> </ul>
<b>BOOKS</b>	The books used in Church	<ul style="list-style-type: none"> <li>· The importance of books in our lives.</li> <li>· The need for books</li> <li>· How books can help us</li> </ul>
<b>THANKSGIVING</b>	Mass a special time for saying thank you to God for everything, especially Jesus	<ul style="list-style-type: none"> <li>· How you feel when you thank others</li> <li>· How you feel when you are thanked</li> <li>· Why we thank God our Father</li> <li>· How the parish family can spread the message of thanksgiving and peace.</li> </ul>
<b>OPPORTUNITIES</b>	Lent an opportunity to start anew in order to celebrate Jesus' new life	<ul style="list-style-type: none"> <li>· How each day offers opportunities for good</li> <li>· What helps a person choose well</li> <li>· The opportunity of Lent offers to make a new start.</li> </ul>
<b>SPREAD THE WORD</b>	Pentecost a time to spread the Good News	<ul style="list-style-type: none"> <li>· The importance of messages in daily life</li> <li>· The responsibility of passing on messages</li> <li>· The new life of Jesus</li> <li>· How the Holy Spirit helps Christians</li> <li>· Jesus has promised us new life</li> </ul>

<b>RULES</b>	Reasons for rules in the Christian family	<ul style="list-style-type: none"> <li>· The importance for ourselves and others of keeping rules.</li> <li>· How rules are necessary in life</li> <li>· How it is sometimes hard to say sorry</li> <li>· How it is sometimes hard to forgive others</li> <li>· The good feeling when people make up</li> <li>· The difference between doing something accidentally and on purpose.</li> <li>· The importance and helpfulness of examining your conscience every day.</li> <li>· A sorry prayer</li> </ul>
<b>TREASURES</b>	God's treasure; the world	<ul style="list-style-type: none"> <li>· What we treasure</li> <li>· What treasures do we share?</li> <li>· We are God's treasure</li> <li>· How we thank God for the treasures of our world</li> <li>· How we should treat the treasures of this earth</li> </ul>

<b>Year 3</b>		
<b>HOMES</b>	God's vision for every family	<ul style="list-style-type: none"> <li>• What makes a house a home</li> <li>• What makes home a special place for you</li> <li>• What makes a house a home</li> <li>• Why is family important</li> <li>• The respect of parents and children for one another</li> <li>• What do you like to do at home, on your own and as a family</li> <li>• What do people do for you at home, that makes you feel special</li> <li>• What is sometimes difficult about sharing and being part of a group at home</li> <li>• God's dream for every family</li> <li>• God is always there</li> </ul>

<b>PROMISES</b>	The meaning of the commitment and promises made at Baptism	<ul style="list-style-type: none"> <li>· What is good about being in a group</li> <li>· Why we have rules</li> <li>· The importance of making promises</li> <li>· How some promises are more difficult to keep than others</li> <li>· The link between the promises made the consequences of actions following the promise.</li> <li>· The role of parents and godparents in bringing up the child in the Faith</li> <li>· What it means to live a child of the Light</li> </ul>
<b>VISITORS</b>	The coming of Jesus	<ul style="list-style-type: none"> <li>· How we welcome visitors</li> <li>· How we feel as a visitor</li> <li>· The importance of preparing for visitors.</li> <li>· The joys and demands of visitors</li> </ul>
<b>JOURNEYS</b>	Christian family's journey with Jesus	<ul style="list-style-type: none"> <li>· Each year has its special times and seasons</li> <li>· Life is a journey</li> <li>· Who is with you on the journey</li> <li>· What makes it good</li> <li>· difficulties times in the life's journey</li> <li>· What/who helps</li> <li>· How we help one another on the journey</li> </ul>
<b>LISTENING &amp; SHARING</b>	Jesus gives himself to us in a special way	<ul style="list-style-type: none"> <li>· The cost of sharing</li> <li>· The joys of sharing</li> <li>· The importance of listening well and sharing.</li> <li>· The joys and difficulties of listening and sharing</li> <li>· How feelings affect our own and others desire to listen and to share.</li> </ul>



<b>GIVING ALL</b>	Lent a time to remember Jesus' total giving	<ul style="list-style-type: none"> <li>· Why people are brave and give themselves to others</li> <li>· The demands of total giving in terms of time and giving up something you what to do</li> <li>· How people give themselves to others</li> <li>· Those in need and how we might help them.</li> <li>· Lent an opportunity for giving, growing in goodness.</li> <li>· Jesus' total giving</li> </ul>
<b>ENERGY</b>	Gifts of the Holy Spirit	<ul style="list-style-type: none"> <li>· The energy of wind and of fire.</li> <li>· The best use of power of wind and fire</li> <li>· The inspiration of the Holy Spirit</li> <li>· The power and energy of the Holy Spirit <ul style="list-style-type: none"> <li>• The prayer to the Holy Spirit</li> <li>• The gifts of the Holy Spirit</li> </ul> </li> <li>· Christians can use the gifts of the Holy Spirit to help others.</li> </ul>
<b>CHOICES</b>	The importance of examination of conscience	<ul style="list-style-type: none"> <li>· The meaning of choice and consequence</li> <li>· The importance of making good choices</li> <li>· What helps in making good choices</li> <li>· Consequences of choices</li> <li>· What it means to examine your conscience <ul style="list-style-type: none"> <li>• How God is always forgiving</li> </ul> </li> </ul>
<b>SPECIAL PLACES</b>	Special places for Jesus and the Christian community	<ul style="list-style-type: none"> <li>· How places become special?</li> <li>· What makes a place special?</li> <li>· Special places for you and your family?</li> <li>· Why is our heart a special place?</li> <li>· Keeping our world a special place?</li> <li>· Why do Christians want to keep the world a special pace?</li> </ul>

## YEAR 4

<p><b>PEOPLE</b></p>	<p>The family of God in Scripture</p>	<ul style="list-style-type: none"> <li>• The importance of families</li> <li>• Family relationships</li> <li>• Respect for those who gave us life.</li> </ul>
<p><b>CALLED</b></p>	<p>Confirmation a time to renew baptismal promises</p>	<ul style="list-style-type: none"> <li>• Our response to being chosen</li> <li>• What it feels like to be chosen</li> <li>• Why it is difficult to make a response in some situations</li> <li>• Giving up something else when you are chosen.</li> <li>• What help do you need to choose</li> <li>• The work of the Holy Spirit in our lives</li> <li>• The work of the Holy Spirit in the lives of Christians</li> <li>• What it is to live in the light of Christ</li> <li>• The commitment of people who respond to the call of God</li> </ul>
<p><b>GIFT</b></p>	<p>God's gift of love &amp; friendship in Jesus</p>	<ul style="list-style-type: none"> <li>• What you value most about the gift of friendship</li> <li>• What you offer others in your friendship</li> <li>• Why the gift of love and friendship is important</li> <li>• The joys and demands of friendship</li> <li>• The commitment required by the gift of love and friendship.</li> </ul>
<p><b>COMMUNITY</b></p>	<p>life in the local Christian community: ministries in the parish</p>	<ul style="list-style-type: none"> <li>• The meaning of <i>community</i></li> <li>• The advantages of being part of a <i>community</i>?</li> <li>• What helps to build up <i>community</i></li> <li>• The demands of being part of a <i>community</i>?</li> <li>• Why people give time and service in helping others in their community</li> <li>• The causes of a breakdown of a <i>community</i></li> <li>• How the parish community celebrates together and supports one another</li> </ul>

<b>GIVING &amp; RECEIVING</b>	Living in communion	<ul style="list-style-type: none"> <li>· Your experience of giving and receiving.</li> <li>· The importance of giving and receiving?</li> <li>· The joys and demands of giving and receiving?</li> <li>· Why it is important to live in communion</li> <li>• Ways in which we live and grow in communion.</li>   <li>· How the Eucharist challenges and enables living and growing in communion?</li> </ul>
<b>SELF DISCIPLINE</b>	Celebrating growth to new life	<ul style="list-style-type: none"> <li>· The experience of giving up something and be very disciplined for a good reason.</li> <li>· How to be self disciplined</li> <li>· How self-discipline helps people to grow and make the best use of their potential</li> <li>· Lent; the opportunity to make change and to prepare for Christ's Resurrection on Easter Sunday.</li> </ul>
<b>NEW LIFE</b>	To hear & live the Easter message	<ul style="list-style-type: none"> <li>· What you do when life is difficult</li> <li>· The experience of good news bringing life and happiness.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul>
<b>BUILDING BRIDGES</b>	Admitting wrong, being reconciled with God and one another.	<ul style="list-style-type: none"> <li>· What makes friendships strong</li> <li>· How decisions about friendship are informed by beliefs and values.</li> <li>· How friendships are built</li> <li>· How friendships may be restored when they have been broken</li> <li>· Sin and the importance of examining of your conscience</li> <li>· The greatest commandment, love of God and others</li> <li>· The meaning of contrition and of absolution</li> <li>· Forgiveness of others</li> </ul>

<b>GOD'S PEOPLE</b>	Different saints show people what God is like.	<ul style="list-style-type: none"> <li>· What makes a person do extraordinary things?</li> <li>· How ordinary people do extraordinary things.</li> <li>· The qualities you admire in others</li> <li>· How true happiness can be found</li> <li>· How you can do extraordinary things</li> </ul>
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<b>YEAR 5</b>		
<b>OURSELVES</b>	Created in the image and likeness of God	<ul style="list-style-type: none"> <li>• Talents and qualities you admire in others</li> <li>• Your own talents and qualities and how you use them</li> <li>• Identify qualities in anyone else</li> <li>• How talents and qualities are developed.</li> <li>• We are made in the likeness of God</li> <li>• What being unique means</li> <li>• God's love for us</li> <li>• How Christians are called to live in peace.</li> <li>• How people are made in God's image and likeness might live</li> </ul>

<p><b>LIFE CHOICES</b></p>	<p>Marriage, commitment and service</p>	<ul style="list-style-type: none"> <li>· The ingredients of a good friendship</li> <li>· What fidelity means and how it applies to friendship</li> <li>· Responsibilities friends have for one another</li> <li>· Difficulties and joys of friendships</li> <li>· What is important for friendship to thrive</li> <li>· What it feels like to have faithful friend</li> <li>· Jesus' advice about relationship?</li> <li>· The importance of fidelity, loyalty and commitment in maintaining a friendship</li> <li>· The importance of commitment and responsibility in relationships.</li> <li>· What it means to be committed</li> <li>· The work of Christian service</li> <li>· The Sacrament of Marriage</li> <li>· The symbols of the promises and the blessing of rings</li> <li>· All are called to live in love and service</li> </ul>
<p><b>HOPE</b></p>	<p>Advent; waiting in joyful hope for Jesus; the promised one</p>	<ul style="list-style-type: none"> <li>· Your experience of waiting</li> <li>· How people wait in different ways, for different things.</li> <li>· Why waiting is a mystery</li> <li>· How you can best use the time you spend waiting and what might help you</li> <li>· What you think about when you are waiting for something exciting</li> <li>· How you behave when you are waiting</li> <li>· The difference between <i>hope</i> and <i>expect</i></li> <li>· Why people wait with hope</li> <li>· The coming of Jesus at the end of time</li> <li>· Advent is a time of waiting hopefully</li> </ul>
<p><b>MISSION</b></p>	<p>Continuing Jesus' mission in diocese. [ecumenism]</p>	<ul style="list-style-type: none"> <li>· The demands and joys being dedicated in your mission</li> <li>· Discovering your mission?</li> <li>· What inspires people in their mission</li> <li>· The joys and demands of engaging in a mission</li> <li>· The reasons why people want to help others.</li> <li>• How people carry out Jesus' mission today</li> <li>• Jesus' prayer for unity</li> </ul>

<b>MEMORIAL SACRIFICE</b>	The Eucharist; the living memorial of Jesus	<ul style="list-style-type: none"> <li>· Why memories are important</li> <li>• How it is possible to keep important memories alive</li>   <li>· About sacrifice in daily life</li> </ul>
<b>SACRIFICE</b>	Lent a time of giving in order to celebrate the sacrifice of Jesus	<ul style="list-style-type: none"> <li>· How you feel when you give</li> <li>· How you feel when you refuse to give.</li> <li>• The cost of giving.</li> <li>• How people decide whether or not to give</li> <li>• How those decisions are informed by beliefs and values</li> <li>• The costs or rewards of giving can be</li> <li>• That Lent is a season of giving to prepare for the Easter</li> </ul>
<b>TRANSFORMATION</b>	Celebration of the Spirit's transforming power	<ul style="list-style-type: none"> <li>• How people can use the energy of their minds for the good of others.</li> <li>• How people can use time and physical energy for the well being of others and why they should.</li> <li>• How energy can transform</li> <li>• How we can use our energy to transform ourselves</li>   <li>· How we can use the energy from the earth's resources in a fair and sustainable way.</li> <li>• How the power of the Holy Spirit helps Christians today</li> </ul>

<p><b>FREEDOM &amp; RESPONSIBILITY</b></p>	<p>Commandments enable Christians to be free &amp; responsible</p>	<ul style="list-style-type: none"> <li>• What freedom parents have a right to</li> <li>• What freedom children have a right to.</li> <li>• What is responsible and irresponsible behaviour.</li> <li>• How rules can bring freedom</li> <li>• How people know the boundaries that their personal freedom gives them.</li> <li>• How freedom and responsibility are linked.</li> <li>• How people's perception of what their freedom allows may conflict with the expectation of others.</li> <li>• How importance of the Ten Commandments for Christians today.</li> <li>• How the Beatitudes show us a positive way of life.</li> <li>• Jesus teaching on the greatest commandments, love of God and others.</li> </ul>
<p><b>STEWARDSHIP</b></p>	<p>The Church is called to stewardship of Creation</p>	<ul style="list-style-type: none"> <li>• What I really care about</li> <li>• Showing concern for what I care for</li> <li>• The meaning of stewardship</li> <li>• Understanding the wonders of God's creation</li> <li>• People are made in the image and likeness of God</li> </ul> <ul style="list-style-type: none"> <li>• Christians can be good stewards.</li> <li>• The Christian's responsibility to take care of, to be a steward of the earth</li> <li>• The importance of ecology</li> </ul>

## YEAR 6

<p><b>LOVING</b></p>	<p>God who never stops loving</p>	<ul style="list-style-type: none"> <li>• What unconditional love means</li> <li>• How love is shown</li> <li>• How you are loved and cared for</li> <li>• What members of your family do for each other</li> <li>• How you show love to others</li> <li>• How people have inspired and influenced you to show unconditional love to others</li> </ul> <ul style="list-style-type: none"> <li>• What it means to be truly loving</li> <li>• How people show unconditional love to others</li> <li>• The beliefs and values which have inspired and influenced you to be loving?</li> </ul> <ul style="list-style-type: none"> <li>• The scripture text that demonstrate God's unconditional love for everyone even when times are hard.</li> <li>• The challenge these passages present to Christians.</li> <li>• The Beatitudes and their meaning for today.</li> <li>• God's unconditional love and what this means.</li> <li>• By living in God's way, as Jesus showed us, we can grow in love.</li> </ul>
<p><b>VOCATION AND COMMITMENT</b></p>	<p>The vocation of priesthood and religious life</p>	<ul style="list-style-type: none"> <li>• What it means to be committed?</li> <li>• Why people are committed?</li> <li>• The implications of lack of commitment</li> <li>• Whom shows commitment</li> <li>• How commitment affects the level of job satisfaction</li> </ul> <p>Responding to the call of Jesus Our mission in living out our baptismal vows</p>



<b>EXPECTATIONS</b>	Jesus born to show God to the world	<ul style="list-style-type: none"> <li>• The expectations you have of yourself</li> <li>• Having high expectations of others</li> <li>• Trusting and believing in one another</li> <li>• What happens if you let people down or others let you down?</li> <li>• Patience is important in expectations</li> <li>• The difference between wishing and expecting.</li> <li>• The meaning of Advent</li> </ul>
<b>SOURCES</b>	The Bible, the special book for the Church	<ul style="list-style-type: none"> <li>• The kind of books which are the most helpful</li> <li>• Our lives are enriched by books.</li> <li>• The wonder of books and how they take a person beyond themselves</li> <li>• The presence of God in the words of Scripture</li> <li>• The care and reverence with which the Word of God is treated</li> </ul>
<b>UNITY</b>	Eucharist enables people to live in communion.	<ul style="list-style-type: none"> <li>• Why friendships are important</li> <li>• The most important value in friendship</li> <li>• What helps a friendship to flourish</li> <li>• The kinds of behaviour that break a friendship</li> <li>• Those affected when a friendship is broken</li> <li>• Mending broken friendships</li> <li>• Becoming one with Christ and one another in Holy Communion</li> <li>• The unity which Holy Communion brings</li> </ul>
<b>DEATH &amp; NEW LIFE</b>	Celebrating Jesus' death and resurrection	<ul style="list-style-type: none"> <li>• The affect of loss in everyday life</li> <li>• The change it brought</li> <li>• What remained the same</li> <li>• What is the best way to cope with loss</li> <li>• How people cope with loss and death</li> <li>• How death brings new life</li> <li>• Lent, a time to remember the suffering and death of Jesus</li> </ul>

<p><b>WITNESSES</b></p>	<p>The Holy Spirit enables people to become witnesses</p>	<ul style="list-style-type: none"> <li>• When to be a witness</li> <li>• How to be a witness</li> <li>• Why it sometimes needs courage to be a witness</li> </ul> <ul style="list-style-type: none"> <li>· Examples of modern witnesses</li> <li>· The witness of a local charity,</li> </ul>
<p><b>HEALING</b></p>	<p>Sacrament of the Sick</p>	<p>Showing compassion and care for those who are ill  Our attitude towards those people are ill in their minds  Helping, caring and understanding those with a learning disability.</p> <ul style="list-style-type: none"> <li>· What gives a person comfort when they are very ill</li> <li>· Why people give time and commitment to caring for others</li> <li>· Why we care for the sick</li> <li>· The Sacrament of Anointing brings comfort to those who are sick</li> <li>· The Christian responsibility for caring for these in need</li> </ul>
<p><b>COMMON GOOD</b></p>	<p>Work of Christians for the good of all</p>	<p>How we build a fair and just world  The difference between fairness and justice, unfairness and injustice  Helping to promote the dignity and common good of one another  Beatitudes; a guide from Jesus about how to live life.</p> <ul style="list-style-type: none"> <li>• The ways we can act justly, love tenderly and walk humbly with God</li> <li>• How Christians can work for the common good</li> <li>• Something about Catholic Social Teaching</li> </ul>

## Appendix 1.3

### **Statutory Science Curriculum**

Early Years Foundation Stage children learn about life cycles.

Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

#### **In Key Stage 1 children learn:**

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

#### **In Key Stage 2 children learn:**

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

**Appendix 1.4 - PSHE Whole School Progression Map – links with Science and RSHE.**



# St Jude's Catholic Primary School

## PSHE Whole School Progression Map – links with Science and RSHE.

	<b>Subject Leader</b>	<b>Date</b>	<b>Review Date</b>
	Miss K Hulme	Autumn 2021	Autumn 2022

Topic		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Families and friendships	<ul style="list-style-type: none"> <li>Discuss family and friends</li> <li>Resolve conflicts</li> <li>Work cooperatively, taking turns and sharing with others</li> </ul> <p>RSHE – Social and emotional – recognising the joy of being a special person in my family and in God's family (Spiritual)</p>	<ul style="list-style-type: none"> <li>Recognise people who care for them.</li> <li>Recognise how people care for them.</li> <li>Recognise what it means to be a family.</li> <li>Understand the importance of talking to someone if they are worried about something in their family.</li> </ul> <p>RSHE – Social and emotional – recognising signs that I am loved in my family.</p>	<ul style="list-style-type: none"> <li>Recognise how to be a good friend.</li> <li>Recognise different ways that people meet and make friends</li> <li>Recognise strategies for positive play with friends.</li> <li>Identify what can cause arguments between friends</li> <li>Understand how to positively resolve arguments between friends</li> <li>Recognise when they/ others are feeling lonely or unhappy and how to ask for help/ help others.</li> </ul> <p>RSHE – Social and emotional – recognising</p>	<ul style="list-style-type: none"> <li>Recognise and respect that there are different types of families.</li> <li>Recognise that being part of a family provides support, stability and love</li> <li>Recognise the positive aspects of being part of a family</li> <li>Recognise the different ways that people can care for each other</li> <li>Identify if/when something in a family might make someone upset or worried</li> <li>Recognise what to do and whom</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the features of positive healthy friendships</li> <li>Identify strategies to build positive friendships</li> <li>Identify how to seek support with relationships if they feel lonely or excluded</li> <li>Recognise how to communicate respectfully with friends when using digital devices</li> <li>Recognise how knowing someone online</li> </ul>	<ul style="list-style-type: none"> <li>Identify what makes a healthy friendship and how they make people feel included</li> <li>Identify strategies to help someone feel included</li> <li>Identify what peer influence is and how it can make people feel or behave</li> <li>Recognise the impact of the need for peer approval in different situations,</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what it means to be attracted to someone and different kinds of loving relationships</li> <li>Recognise that people who love each other can be of any gender, ethnicity or faith</li> <li>Recognise the qualities of healthy relationships that help individuals flourish</li> </ul>

				<p>the joy of friendship is one of life's gifts</p>	<p>to tell if family relationships are making them feel unhappy or unsafe.</p> <p>RSHE – Social and emotional – Recognising that love is the foundation of family.</p>	<p>differs from knowing someone face to face and that there are risks in communicating with someone they don't know</p> <ul style="list-style-type: none"> <li>Recognise what to do or whom to tell if they are worried about any contact online</li> </ul> <p>RSHE – Social and emotional – Ways of being polite and courteous and how this helps to make a better world. Celebrating each other's differences.</p> <p>RSHE – Physical – How to treat others with respect and living in a diverse society.</p>	<p>including online</p> <ul style="list-style-type: none"> <li>Identify strategies to manage peer influence and the need for peer approval</li> <li>Recognise that it is common for friendships to experience challenges</li> <li>Identify strategies to positively resolve disputes and reconcile differences in friendships</li> <li>Recognise that friendships can change over time and the benefits of having new and different types of friends</li> <li>Identify how to recognise if a</li> </ul>	<ul style="list-style-type: none"> <li>Recognise ways in which couples show their love and commitment to one another</li> <li>Identify what marriage and civil partnership mean</li> <li>Recognise that people have the right to choose whom they marry or whether to get married</li> <li>Identify that to force anyone into marriage is illegal</li> <li>Identify how and where to report forced marriage or ask for help if they are worried</li> </ul>
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							<p>friendship is making them feel unsafe, worried, or uncomfortable</p> <ul style="list-style-type: none"> <li>Recognise when and how to seek support in relation to friendships</li> </ul> <p>RSHE – Social and emotional – Understanding of emotional relationship changes as we grow and develop.</p>	<p>RSHE – Physical – Sexual intercourse.</p> <p>RSHE - Social and emotional – the sacrament of marriage.</p>
Safe relationships	<ul style="list-style-type: none"> <li>Making relationships with others</li> </ul>	<ul style="list-style-type: none"> <li>Recognise when someone’s body or feelings might be hurt and whom to go to for help</li> <li>Understand what it means to keep something private, including parts of the body that are private</li> <li>identify different types of touch and</li> </ul>	<ul style="list-style-type: none"> <li>Recognise hurtful behaviour, including online</li> <li>Identify what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>Recognise what bullying is and different types of bullying</li> <li>Identify how someone may feel if they are being bullied</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>Identify what privacy and personal boundaries are, including online</li> <li>Recognise basic strategies to help keep themselves</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>Understand how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>Recognise the difference</li> </ul>	<ul style="list-style-type: none"> <li>Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>Recognise how to ask for, give and not give permission for physical contact</li> </ul>	<ul style="list-style-type: none"> <li>Recognise compare the features of a healthy and unhealthy friendship</li> <li>Understand the shared responsibility if someone is put under pressure to do something dangerous and</li> </ul>	

			<p>how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <ul style="list-style-type: none"> <li>• Recognise how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• Understand when it is important to ask for permission to touch others</li> <li>• Understand how to ask for and give/not give permission</li> </ul> <p>RSHE – Physical – Keeping safe and realising each person’s body is their own. Knowing the difference between good and bad secrets.</p>	<ul style="list-style-type: none"> <li>• Recognise the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• Identify how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• Recognise how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> <p>RSHE – Physical – describing ways of being safe in communities and looking at boundaries that appropriate in friendships and other including in a digital context.</p>	<p>safe online e.g. passwords, using trusted sites and adult supervision</p> <ul style="list-style-type: none"> <li>• Recognise that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• Recognise the effects and consequences of bullying for the people involved</li> <li>• Identify the meaning of bullying online, and the similarities and differences to face-to-face bullying</li> <li>• Understand what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul> <p>RSHE – Social and emotional – friendships are built on mutual respect.</p>	<p>between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <ul style="list-style-type: none"> <li>• Understand how to manage pressures associated with dares</li> <li>• Recognise when it is right to keep or break a confidence or share a secret</li> <li>• Recognise risks online such as harmful content or contact</li> <li>• Recognise how people may behave differently online including pretending to be someone they are not</li> <li>• Understand how to report</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how it feels in a person’s mind and body when they are uncomfortable</li> <li>• Understand that it is never someone’s fault if they have experienced unacceptable contact</li> <li>• Identify how to respond to unwanted or unacceptable physical contact</li> <li>• Recognise that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> </ul>	<p>something goes wrong</p> <ul style="list-style-type: none"> <li>• Identify strategies to respond to pressure from friends including online</li> <li>• Identify how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>• Understand how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• Understand how to get advice and report concerns</li> </ul>
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			RSHE – Key words -Body parts.		How people sometimes behave differently online and how to make sure these friendships are positive and safe.	concerns and seek help if worried or uncomfortable about someone’s behaviour, including online  RSHE – Physical – How to treat others with respect and living in a diverse society.  RSHE – Spiritual – Appreciating the innate beauty, uniqueness and value of everyone.	<ul style="list-style-type: none"> <li>Identify whom to tell if they are concerned about unwanted physical contact</li> </ul> RSHE – Social and emotional – Seeking advice or reporting concerns for yourself or on behalf of a friend because you are feeling unsafe.	about personal safety, including online <ul style="list-style-type: none"> <li>Identify what consent means and how to seek and give/not give permission in different situations</li> </ul> RSHE – Spiritual – Building relationships online, how we can recognise risks and who to report these to. Boundaries, appropriate and inappropriate including in a digital context. Where to get advice.
Respecting ourselves and others.	<ul style="list-style-type: none"> <li>Discuss feelings and behaviours</li> <li>Discuss what is right/wrong</li> <li>Discuss feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what kind and unkind behaviour means in and out of school</li> <li>Recognise how kind and unkind</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the things they have in common with their friends, classmates, and other people</li> <li>Recognise that friends can have both</li> </ul>	<ul style="list-style-type: none"> <li>Recognise respectful behaviours</li> <li>Recognise how to model respectful behaviour in</li> </ul>	<ul style="list-style-type: none"> <li>Recognise differences between people such as gender, race, faith</li> <li>Recognise what they have in</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that everyone should be treated equally</li> <li>Recognise why it is important to listen and</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the link between values and behaviour and how to be a positive role model</li> </ul>	

		<ul style="list-style-type: none"> <li>• Resolve conflicts</li> <li>• <b>RSHE – Physical – recognise that we are all different and unique</b></li> </ul>	<p>behaviour can make people feel</p> <ul style="list-style-type: none"> <li>• Understand what respect means</li> <li>• Recognise class rules</li> </ul> <p><b>RSHE – Physical – how to recognise when people are being unkind and the different kinds of teasing and bullying, and which are wrong and acceptable.</b></p>	<p>similarities and differences</p> <ul style="list-style-type: none"> <li>• Recognise how to play and work cooperatively in different groups and situations</li> <li>• Recognise how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul> <p><b>RSHE – Spiritual – Giving ourselves to others.</b></p>	<p>different situations</p> <ul style="list-style-type: none"> <li>• Recognise the importance of self-respect and their right to be treated respectfully by others</li> <li>• Identify what it means to treat others, and be treated, politely</li> <li>• Recognise the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul> <p><b>RSHE – Physical – How relationships are always in need of building or rebuilding.</b></p>	<p>common with others</p> <ul style="list-style-type: none"> <li>• Understand the importance of respecting the differences and similarities between people</li> <li>• Identify vocabulary to sensitively discuss difference and include everyone</li> </ul> <p><b>RSHE – Physical – Respecting the diverse modern society that we live in. Challenging stereotypes.</b></p>	<p>respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <ul style="list-style-type: none"> <li>• Identify what discrimination means and different types of discrimination</li> <li>• Identify online bullying and discrimination of groups or individuals</li> <li>• Recognise the impact of discrimination on individuals, groups and wider society</li> <li>• Identify ways to safely challenge discrimination</li> <li>• Understand how to report discrimination online</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how to discuss issues respectfully</li> <li>• Recognise how to listen to and respect other points of view</li> <li>• Identify how to constructively challenge points of view they disagree with</li> <li>• Identify ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul> <p><b>RSHE – Spiritual – Characteristics of positive and respectful relationships.</b></p>
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							<p>RSHE – Social and emotional – Struggling with self-esteem and self-confidence.</p> <p>RSHE – Spiritual – Be respectful of your own body.</p>	
<p><b>Living in the wider world</b></p>	<p>Belonging to a community</p>	<ul style="list-style-type: none"> <li>• Follow rules/routines</li> <li>• Follow more complex instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify examples of rules in different situations</li> <li>• Recognise that different people have different needs</li> <li>• Recognise how we care for people, animals and other living things in different ways</li> <li>• Identify how they can look after the environment.</li> </ul> <p>RSHE - Spiritual – looking after the</p>	<ul style="list-style-type: none"> <li>• Identify that they can be a part of different groups, and the role they play in these groups</li> <li>• Recognise different rights and responsibilities that they have in school and the wider community</li> <li>• Identify how a community can help people from different groups to feel included</li> <li>• Recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the reasons for rules and laws in wider society</li> <li>• The importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• Identify what human rights are and how they protect people</li> <li>• Identify basic examples of human rights including the rights of children</li> <li>• Recognise how they have rights</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the meaning and benefits of living in a community</li> <li>• Recognise that they belong to different communities as well as the school community</li> <li>• Identify the different groups that make up and contribute to a community</li> <li>• Identify the individuals and groups that help the local community, including through</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• Recognise the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• Understand how to show compassion for the environment, animals and other living things</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what prejudice means</li> <li>• Differentiate between prejudice and discrimination</li> <li>• Understand how to recognise acts of discrimination</li> <li>• Identify strategies to safely respond to and challenge discrimination</li> <li>• Recognise stereotypes in different contexts and the influence they have on attitudes and</li> </ul>

		<p>beautiful world that God gave us. Family rules to live in harmony and peace.</p> <p>Science – Animals including humans – identify and name a variety of common animals. Describe and compare the structure of a variety of common animals.</p>	<p>RSHE – Social and emotional – belonging to a diverse community.</p>	<p>and also responsibilities</p> <ul style="list-style-type: none"> <li>Recognise that with every right there is also a responsibility</li> </ul> <p>RSHE – Physical – Have the right to be listened to. Maintaining healthy relationships.</p>	<p>volunteering and work</p> <ul style="list-style-type: none"> <li>Understand how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul> <p>RSHE – Physical – Recognise the innate dignity of every person. Defend and protect human life. How we respect others even when they are different from ourselves: physically, ethnically, culturally.</p>	<ul style="list-style-type: none"> <li>Understand the way that money is spent and how it affects the environment</li> <li>Recognise how to express their own opinions about their responsibility towards the environment</li> </ul> <p>RSHE – Spiritual – Selfless love, looking after the environment and practical support for the vulnerable.</p>	<p>understanding of different groups</p> <ul style="list-style-type: none"> <li>Identify how stereotypes are perpetuated and how to challenge this</li> </ul> <p>RSHE – Spiritual – Ensuring we are contributing to the wellbeing of others and taking steps to avoid seeing negatives.</p>
Media literacy and digital resilience	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Recognise how and why people use the internet</li> <li>Recognise the benefits of using the internet and digital devices</li> </ul>	<ul style="list-style-type: none"> <li>Identify the ways in which people can access the internet</li> <li>Recognise the purpose and value of the internet in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how the internet can be used positively for leisure, for school and for work</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that everything shared online has a digital footprint</li> <li>Recognise that organisations can use personal information to</li> </ul>	<ul style="list-style-type: none"> <li>Identify different types of media and their different purposes</li> <li>Identify basic strategies to assess whether</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the benefits of safe internet use</li> <li>Identify how and why images online might be manipulated,</li> </ul>

			<ul style="list-style-type: none"> <li>• Identify how people find things out and communicate safely with others online</li> </ul> <p>RSHE – physical – How are parents and teachers keeping us safe online – rules and age restrictions.</p>	<ul style="list-style-type: none"> <li>• Recognise that some content on the internet is factual and some is for entertainment</li> <li>• Recognise that information online might not always be true</li> </ul> <p>RSHE – Physical – Keeping safe online and setting appropriate boundaries.</p>	<ul style="list-style-type: none"> <li>• Recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• Identify strategies to recognise whether something they see online is true or accurate</li> <li>• Evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• Recognise how to make safe, reliable choices from search results</li> <li>• Identify how to report something seen or experienced online that concerns them</li> </ul>	<p>encourage people to buy things</p> <ul style="list-style-type: none"> <li>• Recognise what online adverts look like</li> <li>• Recognise differences in content shared for factual purposes and for advertising</li> <li>• Recognise why people might choose to buy or not buy something online</li> <li>• Understand that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul> <p>RSHE – Physical – How people behave in a modern society.</p>	<p>content online is based on fact, opinion, or is biased</p> <ul style="list-style-type: none"> <li>• Recognise that some media and online content promote stereotypes</li> <li>• Identify how to assess which search results are more reliable than others</li> <li>• Recognise unsafe or suspicious content online</li> <li>• Recognise how devices store and share information</li> </ul> <p>RSHE – Physical – Pressures from outside, including social media, to look and feel a certain way. How images in the media do not always reflect</p>	<p>altered, or faked</p> <ul style="list-style-type: none"> <li>• Recognise when images might have been altered</li> <li>• Understand why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• Recognise that social media sites have age restrictions and regulations for use</li> <li>• Identify the reasons why some media and online content is not appropriate for children</li> <li>• Recognise how online content can be designed to manipulate people's</li> </ul>
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					<p>RSHE – Physical – Understanding how friendships can be broken down by actions or words on social media. The acts of reconciliation.</p>		<p>reality and how we can deal with these external pressures.</p>	<p>emotions and encourage them to read or share things</p> <ul style="list-style-type: none"> <li>• Understand sharing things online, including rules and laws relating to this</li> <li>• Recognise what is appropriate to share online</li> <li>• Identify how to report inappropriate online content or contact</li> </ul> <p>RSHE – Spiritual – Recognising risks when building relationships online such as inappropriate images.</p>
Money and work	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that everyone has different</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise what money is and its different forms</li> </ul>	<ul style="list-style-type: none"> <li>• Identify jobs that people may have from different sectors</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how people make different spending</li> </ul>	<ul style="list-style-type: none"> <li>• Identify jobs that they might like to do in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the role that money plays in people's</li> </ul>	

			<p>strengths, in and out of school</p> <ul style="list-style-type: none"> <li>• Identify that different strengths and interests are needed to do different jobs</li> <li>• Identify people whose job it is to help us in the community</li> <li>• Recognise different jobs and the work people do</li> </ul> <p>RSHE – Physical – How the police and lifeguards have the job to keep us safe with basic rules. Understand how to respect each other’s differences and celebrate how individuals are different and similar.</p>	<ul style="list-style-type: none"> <li>• Identify how money can be kept and looked after</li> <li>• Recognise way of getting, keeping and spending money</li> <li>• Understand that people are paid money for the job they do</li> <li>• Recognise the difference between needs and wants</li> <li>• Recognise how people make choices about spending money, including thinking about needs and wants</li> </ul> <p>RSHE – Social and emotional – Belonging to a diverse community.</p>	<ul style="list-style-type: none"> <li>• Recognise that people can have more than one job at once or over their lifetime</li> <li>• Recognise common myths and gender stereotypes related to work</li> <li>• Challenge stereotypes through examples of role models in different fields of work</li> <li>• Identify some of the skills needed to do a job</li> <li>• Recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• Recognise how to set goals that they would like to achieve this year</li> </ul>	<p>decisions based on their budget, values and needs</p> <ul style="list-style-type: none"> <li>• Recognise how to keep track of money and why it is important to know how much is being spent</li> <li>• Identify different ways to pay for things and the reasons for using them</li> <li>• Recognise that how people spend money can have positive or negative effects on others</li> </ul> <p>RSHE – Physical – Helping others to grow and provide opportunities.</p>	<ul style="list-style-type: none"> <li>• Recognise the role ambition can play in achieving a future career</li> <li>• Recognise how or why someone might choose a certain career</li> <li>• Recognise what might influence people’s decisions about a job or career</li> <li>• Recognise the importance of diversity and inclusion to promote people’s career opportunities</li> <li>• Recognise stereotyping in the workplace, its impact and how to challenge it</li> <li>• Identify that there are a variety of</li> </ul>	<p>lives, attitudes towards it and what influences decisions about money •</p> <ul style="list-style-type: none"> <li>• Recognise value for money and how to judge if something is value for money</li> <li>• Recognise how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• Recognise how having or not having money can impact on a person’s emotions, health and wellbeing</li> </ul>
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					<p>RSHE – Social and emotional – qualities and characteristics of a true friend.</p>		<p>routes into work</p> <p>RSHE – Social and emotional – Changes and how these might present themselves within friendships. Concerns for the future/ identity formation.</p>	<ul style="list-style-type: none"> <li>• Identify common risks associated with money, including debt, fraud and gambling</li> <li>• Recognise how money can be gained or lost</li> <li>• Recognise how to get help if they are concerned about gambling or other financial risk</li> </ul> <p>RSHE – Social and emotional – How stable and caring relationships are at the heart of happy families. Where to seek advice.</p>
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Health and Wellbeing

Physical health and mental wellbeing

<ul style="list-style-type: none"> <li>• Discuss feelings and behaviours</li> <li>• Discuss feelings and transition into Year 1</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise what it means to be healthy and why it is important</li> <li>• Identify ways to take care of themselves on a daily basis</li> <li>• Recognise basic hygiene routines</li> <li>• Recognise healthy and unhealthy foods, including sugar intake</li> <li>• Recognise physical activity and how it keeps people healthy</li> <li>• Identify different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• Identify people who can help them to stay healthy</li> <li>• Identify how to keep safe in the sun</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise routines and habits for maintaining good physical and mental health</li> <li>• Recognise why sleep and rest are important for growing and keeping healthy</li> <li>• Recognise that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• Recognise the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• Identify food and drink that affect dental health</li> <li>• Recognise how to describe and share a range of feelings</li> <li>• Identify ways to feel good, calm down or change their mood</li> <li>• Understand how to manage big feelings including those associated with</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the choices that people make in daily life that could affect their health</li> <li>• Identify healthy and unhealthy choices</li> <li>• Recognise what can help people to make healthy choices and what might negatively influence them</li> <li>• Recognise habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits</li> <li>• Identify what is meant by a healthy, balanced diet including what foods should be</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• Recognise what good physical health means and how to recognise early signs of physical illness</li> <li>• Recognise that common illnesses can be quickly and easily treated with the right care</li> <li>• Identify how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• Recognise the importance of regular visits to the dentist and the effects of different foods,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how sleep contributes to a healthy lifestyle</li> <li>• Identify healthy sleep strategies and how to maintain them</li> <li>• Recognise the benefits of being outdoors and in the sun for physical and mental health</li> <li>• Identify how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• Recognise how medicines can contribute to health and how allergies can be managed</li> <li>• Recognise that some diseases can be prevented by vaccinations and immunisations</li> <li>• Recognise that bacteria and</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that mental health is just as important as physical health and that both need looking after</li> <li>• Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• Identify how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• Identify positive strategies for managing feelings</li> </ul>
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			<p>change, loss and bereavement</p> <ul style="list-style-type: none"> <li>• Understand when and how to ask for help, and how to help others, with their feelings</li> </ul> <p>RSHE – Physical – Clear on how to seek advice from themselves or others and having confidence to do so. Feeling safe in the community.</p> <p>Science – Animals including humans – Describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>eaten regularly or just occasionally</p> <ul style="list-style-type: none"> <li>• Recognise that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• Recognise the things that affect feelings both positively and negatively</li> <li>• Identify strategies to identify and talk about their feelings</li> <li>• Recognise some of the different ways people express feelings</li> <li>• Recognise how feelings can change overtime and become more</li> </ul>	<p>drinks and substances on dental health</p> <p>RSHE – Spiritual – How we can support each other’s mental health and wellbeing and recognising the importance of expressing feelings.</p> <p>Science – Animals including humans – Identify the different types of teeth in humans and their simple functions.</p>	<p>viruses can affect health</p> <ul style="list-style-type: none"> <li>• Identify how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• Recognise the shared responsibility of keeping a clean environment</li> </ul> <p>RSHE – Physical – Hygiene routines during the time of puberty. The importance of keeping clean and maintaining a good personal hygiene.</p>	<ul style="list-style-type: none"> <li>• Recognise that there are situations when someone may experience mixed or conflicting feelings</li> <li>• Recognise how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• Identify where they and others can ask for help and</li> </ul>
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					<p>or less powerful</p> <p>RSHE – Physical – Looking out for each other and taking care of each other to support positive health and wellbeing.</p> <p>Science – Animals including humans – Identifying that animals, including humans, need the right types and amount of nutrition.</p>			<p>support with mental wellbeing in and outside school</p> <ul style="list-style-type: none"><li>• Recognise the importance of asking for support from a trusted adult</li><li>• Identify the changes that may occur in life including death, and how these can cause conflicting feelings</li><li>• Recognise that changes can mean people experience feelings of loss or grief</li><li>• Recognise the process of grieving and how grief can be expressed</li><li>• Identify strategies that</li></ul>
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								<p>can help someone cope with the feelings associated with change or loss</p> <ul style="list-style-type: none"><li>• Identify how to ask for help and support with loss, grief or other aspects of change</li><li>• Recognise how balancing time online with other activities helps to maintain their health and wellbeing</li><li>• Identify strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li></ul>
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								<ul style="list-style-type: none"> <li>• Recognise what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul> <p>RSHE – Spiritual – Building relationships online, how we can recognise risks and who to report these to. Boundaries, appropriate and inappropriate including in a digital context. Where to get advice.</p>
Growing and changing	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• Identify how to manage and</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the human life cycle and how people grow from young to old</li> <li>• Recognise how our needs and bodies change as we grow up</li> <li>• Recognise change as people grow up, including new</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that everyone is an individual and has unique and valuable contributions to make</li> <li>• Recognise how strengths and interests form</li> </ul>	<ul style="list-style-type: none"> <li>• Understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name the main parts of the body including external genitalia</li> <li>• Recognise that for some people their</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some of the changes as they grow up</li> <li>• Recognise what being more independent might be like,</li> </ul>	

			<p>whom to tell when finding things difficult, or when things go wrong</p> <ul style="list-style-type: none"> <li>• Recognise how they are the same and different to others</li> <li>• Recognise different kinds of feelings</li> <li>• Recognise feelings in themselves and others</li> <li>• Identify how feelings can affect how people behave</li> </ul> <p>RSHE – Physical – Understand how to respect each other’s differences.</p>	<p>opportunities and responsibilities</p> <ul style="list-style-type: none"> <li>• Prepare to move to a new class and set goals for next year</li> </ul> <p>RSHE – Physical – Realising that each person’s body is their own. Feeling safe.</p> <p>Science – Animals including humans – Notice that animals, including humans, have offspring which grow into adults.</p>	<p>part of a person’s identity</p> <ul style="list-style-type: none"> <li>• Identify their own personal strengths and interests and what they’re proud of</li> <li>• Recognise common challenges to self-worth</li> <li>• Identify basic strategies to manage and reframe setbacks</li> </ul> <p>RSHE – Physical – The role of a peer, mediator and mending broken friendships. How to resolve conflicts.</p>	<ul style="list-style-type: none"> <li>• Recognise, respect and express their individuality and personal qualities</li> <li>• Identify ways to boost their mood and improve emotional wellbeing</li> <li>• Recognise the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul> <p>RSHE – Spiritual – Celebrating the uniqueness and innate beauty of each of us.</p>	<p>gender identity does not correspond with their biological sex</p> <ul style="list-style-type: none"> <li>• Identify external genitalia and reproductive organs</li> <li>• Recognise the physical and emotional changes during puberty</li> <li>• Identify key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• Identify strategies to manage the changes during puberty including menstruation</li> <li>• Recognise the importance of personal</li> </ul>	<p>including how it may feel</p> <ul style="list-style-type: none"> <li>• Understand the transition to secondary school and how this may affect their feelings</li> <li>• Recognise how relationships may change as they grow up or move to secondary school</li> <li>• Identify practical strategies that can help to manage times of change and</li> <li>• Identify the links between love, committed relationships and conception</li> <li>• Identify what sexual</li> </ul>
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			RSHE – Spiritual – Living in peace and harmony.				<p>hygiene routines during puberty including washing regularly and using deodorant</p> <ul style="list-style-type: none"> <li>• Understand how to discuss the challenges of puberty with a trusted adult</li> <li>• Identify how to get information, help and advice about puberty</li> </ul> <p>RSHE – Physical – Changes that take place during puberty.</p> <p>Science – Animals including humans – Describe the changes as humans develop to old age.</p>	<p>intercourse is, and how it can be one part of an intimate relationship between consenting adults</p> <ul style="list-style-type: none"> <li>• Identify how pregnancy occurs</li> <li>• Recognise the responsibilities of being a parent or carer and how having a baby changes someone’s life</li> </ul> <p>RSHE – Physical – How a human life is conceived.</p>
Keeping safe.	<ul style="list-style-type: none"> <li>• Road safety</li> <li>• Follow rules</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how rules can</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise risk in everyday situations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify typical hazards at home and in school</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the importance of taking</li> </ul>	<ul style="list-style-type: none"> <li>• Identify when situations are becoming risky,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how to protect personal</li> </ul>	

			<p>help to keep us safe</p> <ul style="list-style-type: none"> <li>• Identify why some things have age restrictions</li> <li>• Identify basic rules for keeping safe online</li> <li>• Understand whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul> <p>RSHE – physical – How are parents and teachers keeping us safe online – rules and age restrictions.</p> <p>RSHE – Social and emotional – Knowing how to respond to uncomfortable situations –</p>	<ul style="list-style-type: none"> <li>• Recognise how to help keep themselves safe in familiar and unfamiliar environments</li> <li>• Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• Recognise how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• Identify things that people can put into their body or onto their skin and how these can affect how people feel</li> <li>• Recognise how to respond if there is an</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to predict, assess and manage risk in everyday situations</li> <li>• Identify fire safety at home including the need for smoke alarms</li> <li>• Recognise the importance of following safety rules from parents and other adults</li> <li>• Recognise how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul> <p>RSHE – Physical – Steps you can take to resolve conflicts in the wider community. Listening to concerns.</p>	<p>medicines correctly and using household products safely</p> <ul style="list-style-type: none"> <li>• Recognise what is meant by a ‘drug’</li> <li>• Recognise that drugs common to everyday life can affect health and wellbeing</li> <li>• Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• Identify some of the risks associated with drugs common to everyday life</li> <li>• Recognise that for some people, using drugs can become a habit which is</li> </ul>	<p>unsafe or an emergency</p> <ul style="list-style-type: none"> <li>• Identify occasions where they can help take responsibility for their own safety</li> <li>• Differentiate between positive risk taking and dangerous behaviour</li> <li>• Recognise how to deal with common injuries using basic first aid techniques</li> <li>• Recognise how to respond in an emergency, including when and how to contact different emergency services</li> </ul>	<p>information online</p> <ul style="list-style-type: none"> <li>• Identify potential risks of personal information being misused</li> <li>• Identify strategies for dealing with requests for personal information or images of themselves</li> <li>• Identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• Recognise that images or text can be quickly shared with others, even when only sent to one person, and what the</li> </ul>
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			<p>including knowing who to go to if worried or in need of help.</p>	<p>accident and someone is hurt</p> <ul style="list-style-type: none"> <li>• Identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul> <p>RSHE – Physical – Ways of keeping safe in our community. What to do if you feel unsafe. How digital devices can be used to communicate with others when we feel unsafe.</p>		<p>difficult to break</p> <ul style="list-style-type: none"> <li>• Understand how to ask for help or advice</li> </ul> <p>RSHE – Social and emotional – St. Paul’s letter to the Colossians on how to make society better.</p>	<p>RSHE – Social and emotional – Changes and how these might present themselves in friendships – risk taking behaviour.</p>	<p>impact of this might be</p> <ul style="list-style-type: none"> <li>• Recognise what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• Understand how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>• Recognise the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• Recognise why age restrictions are</li> </ul>
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								<p>important and how they help people make safe decisions about what to watch, use or play</p> <ul style="list-style-type: none"><li>• Identify the risks and effects of different drugs</li><li>• Recognise the laws relating to drugs common to everyday life and illegal drugs</li><li>• Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li><li>• Identify the organisations where people</li></ul>
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can get help and support concerning drug use

- Understand how to ask for help if they have concerns about drug use
- Identify mixed messages in the media relating to drug use and how they might influence opinions and decisions

RSHE – Spiritual – Building relationships online, how we can recognise risks and who to report these to. Boundaries, appropriate and inappropriate including in a digital context.

								<p>Where to get advice. Science – Animals including humans – Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>
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### Appendix 1. 5 – PHIT for Purpose mapping

Areas of focus:

- Hospital admissions for mental health conditions (<18 yrs) 2020-2021
- 129.7 per 100,000 in Wigan compared to 87.5 per 100,000 in England.
- Percentage of 5 year olds with experience of visually obvious dental decay 2018-2019
- 31.9% in Wigan compared to 23.4% in England
- Reception: prevalence of obesity (including severe obesity) 2019-2020
- 10.9% in Wigan compared to 9.9% in England
- Year 6: Prevalence of obesity (including severe obesity) 2019-2020
- 23.9% in Wigan compared to 21% in England
- Children killed and seriously injured on England’s roads 2018-2020
- 18.9 per 100,000 compared to 15.9 per 100,000 in England
- Hospital admission caused by unintentional and deliberate injuries in children (ages 0-14 years) 2020-2021
- 117.7 per 100,000 in Wigan compared to 75.7 per 100,000 in England

Data from: <https://fingertips.phe.org.uk/profile/child-health-profiles/data#page/1/ati/302/are/E08000010> Sept 2023

Concerns in Wigan	What do we do?
Mental Health	<ul style="list-style-type: none"> <li>• Mental Health awareness through dedicated days/weeks.</li> <li>• Counsellor</li> <li>• Wellbeing groups</li> <li>• Spending time outdoors – spiritual garden, gardening, daily mile</li> <li>• Calming music in the classroom</li> <li>• Pastoral support</li> <li>• Lessons through PSHE</li> </ul>
Dental hygiene	<ul style="list-style-type: none"> <li>• Dentist to come in – Anna</li> <li>• Toothbrushes and toothpaste to EYFS</li> <li>• Lessons through PSHE</li> </ul>

Overweight and obesity	<ul style="list-style-type: none"> <li>• Daily mile</li> <li>• Encourage healthy eating – Do/ don't for lunch boxes</li> <li>• Fruit at break times</li> <li>• Healthy eating lessons through PSHE and DT</li> <li>• Go Noodle to encourage exercise</li> <li>• Gardening</li> <li>• After school clubs</li> <li>• Smoothie/ sports visit</li> <li>• Information on website for parents about healthy eating i.e. Smoothies: <a href="http://allrecipes.co.uk/recipes/tag-5685/kids-smoothie-recipes.aspx">http://allrecipes.co.uk/recipes/tag-5685/kids-smoothie-recipes.aspx</a></li> <li>• Extra sports activities – judo, rugby etc.</li> </ul>
Road safety	<ul style="list-style-type: none"> <li>• Bikeability</li> <li>• Road safety week</li> <li>• School council – posters, assemblies</li> <li>• School trips</li> <li>• Walking to church</li> <li>• Hi-vis jackets</li> <li>• Encourage use of crossing patrol – Crossing patrol to come in school to speak to classes.</li> </ul>
Safety	<ul style="list-style-type: none"> <li>• Dogs trust</li> <li>• Police visit</li> <li>• Fire brigade visit</li> </ul>
Aspirations	<ul style="list-style-type: none"> <li>• Career week – visits from a range of careers (Dentist, School Nurse, Business owner, builder, army,</li> <li>• Growth mindset</li> <li>• More child involvement (school council, school jobs)</li> <li>• Letters to inspirational people (Y6)</li> <li>• Focus on inspirational people across subjects – wall of fame</li> <li>• STEM ambassadors</li> </ul>