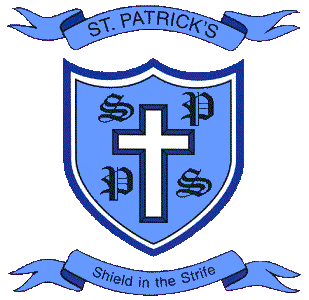
[](http://www.stpatricks-southport.co.uk/newtestgraphichome.htm)

Curriculum Map: PSHE, RSHE, Religious Education

2024-2025

St. Patrick’s Catholic Primary School

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|  | **Autumn** | **Spring** | **Summer** |
| **Whole School Enrichment** | Hello Yellow Day  No Outsiders  Anti-Bullying  School Council Elections  Remembrance Day  Black History Month  DecemBAR (Maths)  Behaviour Reset  Assemblies | Mental Health Awareness Week  Assemblies  No Outsiders  Behaviour Reset  Safer Internet Day | Neurodiversity Week  Earth Day  Assemblies  Behaviour Reset  Walking to school week  No Outsiders |
| **Whole School RE Themes** | Family, Belonging, Loving | Community, Relating, Giving | Serving, Inter-relating, World |
| **Catholic Social Teaching** | **Family:**  **Solidarity**  **KS1:** Learning to work as a group, adapting to changes in routine. (L4)  **LKS2:** The children will learn that they belong to various communities such as home, school and the parish. (H4,5)  **Dignity**  **EYFS:** Truing new activities and learning about their inner self.  **UKS2:** The children will learn that differences and similarities between people arise from several factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender and disability. (R31, 32, 33, L6, L8)  **Belonging:**  **Peace**  All year groups will explore Mental Health.  **The Option for the Poor**  **UKS2:** The children will explore human rights and how the rules and laws are in place to protect them. The children will look at the vulnerability of others. (Focus: The Equality Act.) (L1, 6, 7, H37)  **Solidarity**  **EYFS:** Learning to work as a group and adjust to different routines.  **Loving:**  **Peace**  **EYFS:** Learning to show sensitivity to others’ needs.  **KS1:** Learning about the different types of bullying. (R10, 11, 12).  Lks1: Children are taught to recognise the nature of discrimination, teasing and bullying. ((R19, 20, 21)  **UKS2:** children are taught to realise the nature of discrimination, teasing and bullying (including cyber bullying). (R19, 20, 21) | Community:  **Creation and Environment**  **EYFS:** Being able to talk about what they enjoy within the local environment.  **LKS2/UKS2**: Children are taught that there are different rights and duties towards the environment. (L5)  **The Common Good**  **KS1:** Children will learn that they have responsibilities to care and protect God’s world and the community. (L2)  **Relating:**  **The Common Good**  **UKS2:** Understanding that they are created to live in our society and the wider world, understanding what is and isn’t acceptable when caring for themselves and the world. (R18, 28,29)  **Solidarity**  **EYFS:** Knowing when behaviour is / is not acceptable.  **KS1:** Learning to communicate feelings to others. (R6)  **UKS2:** Recognising ways in which relationships are healthy/ unhealthy. (R9, 11)  **Peace**  Understanding what positively and negatively affects their mental, physical and emotional health. (H15, 16)  **Giving:**  **The Dignity of Work and Participation**  All year groups will look at online safety and the impacts of media.  **Solidarity**  **EYFS:** Learning about cooperative play.  **KS1:** Learning to make informed choices about relationships. (H2)  LKS”: Learning to make choices within relationships and developing a concept of a balanced lifestyle. (H2)  **UKS2:** Understanding peer pressure and its impacts. (H2, 3, 4, 6)  **Creation and the Environment**  All year groups explore loss, change and transitions. | **Serving:**  **Peace**  All groups focus on being mentally and physically healthy and happy. JIL focus.  **The Option of the Poor**  Money management is focused upon across KS1/KS2 – accessing support from HSBC. (L20, L21)  **Inter-relating:**  **Solidarity**  **EYFS:** Solidarity - Children will learn to work as a class or part of a group.  **LKS2:** Children will explore different individuals, their communities and how jobs are carried out by those they know.  **UKS2:** Children will develop their knowledge of the skills that will help them in their future careers (teamwork, communication, negotiation).  **Creation and Environment**  **KS1:** Learning how to stay safe in the environment, exploring the impact of sun protection.  **World:**  **The Common Good / Creation and Environment**  **EYFS:** The children will learn how to care for God’s world, showing sensitivity to His creation**.**  **KS1:** Learning about what improves and harms their local, natural and built environments and some of the ways in which the environment is protected by people. (L2, 3)  **LKS2:** The children will explore the consequences of the environment not being looked after The children will learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. (L4,5)  **UKS2:** The children will deepen their awareness of current environment issues in the context of God’s creation including the allocation of resources. (L4,5)  **The Dignity of Work and Participation**  All year groups will explore neurodiversity week. |
| **Whole School British Values** | **Democracy:**   * Election of School Council & Eco-Council * Class purchasing of wet play equipment   **Tolerance of other faiths & beliefs:**   * Judaism Week   **Individual Liberty & Mutual Respect:**   * Creation of Class Behaviour Policies * No Outsiders * Behaviour Reset Day | **Individual Liberty & Mutual Respect**   * Safer Internet Day * No Outsiders * Behaviour Reset Day | **Rule of Law:**   * Visit from Police   **Tolerance of other faiths & beliefs:**   * Hinduism Week |
| **Whole School RSHE Themes** | Social and Emotional | Physical | Spiritual |
| **Whole School Statements to Live By:**  **\* Catholic Social Teaching** | 1.We are all special **Human Dignity**  2.I can say one good thing about myself. **Human Dignity**  3.I can see how I feel. **Human Dignity**  4.I can laugh and have fun.  5. I know what to do if I see anyone being hurt. **Solidarity**  6. I understand that rights match responsibility. **The Option for the Poor**  7. I try to stand up for myself and others without hurting others. **The Dignity of work and Participation**  8. I try to be just and fair. **Peace**  9.I can tell you how I look after myself. **Human Dignity**  10.I think before I make choices that affect my health.  11.I can work, play, rest and pray each day. 12.Simple things can make us happy | 13.I try to love others as I love myself. **Solidarity**  14.I try to follow our school and classroom rules. **Peace and Solidarity**  15.I know I belong in a community that includes my school. **The Dignity of work and Participation**  16.I know we are happiest when we are united. **Solidarity**  17.I listen to what you say. I show that I am listening to you. **The Dignity of work and Participation**  18.I co-operate with others in work and play. **Solidarity**  19.I try to use words that make the world a better place. (Please, sorry, thank you). **Human Dignity**  20.I try to appreciate the beauty and the wonder in the world around me. **Creation and Environment / The Common Good**  21.I know that it is ok for me to make mistakes. **Human Dignity**  22.I can learn from my mistakes and failures. **Human Dignity**  23.I try to keep going when things are difficult and not give up hope.  24.I know what humility means. **Human Dignity** | 25.I know when to ask for help and who to ask for help from. **The Dignity of work and Participation**  26.I can recognise comfortable and uncomfortable feelings.  27.I know how to help others when they are in trouble. **Solidarity**  28.I understand what trust means.  29.I try to forgive people when they  hurt me. **Peace**  30.I try to accept forgiveness from  others. **Peace**  31.I know how to show I am sorry.  32.I understand the importance of peace. **Peace**  33.I know what human dignity means and I show that I respect others. **Human Dignity**  34.I stand up for people who are being treated unfairly. **Solidarity**  35.I notice that we are the same and we are different. **The Option for the Poor**  36.I try to be accepting of others. **Solidarity** |
| **Reception – PSHE Themes** | * Myself /Welcome * Birthdays | * Celebrating * Gathering /Growing | * Friends * Our World |
| **Reception – PSHE Objectives** | **Family:**  Try new activities  Say what they like or dislike.  Speak in a group  Talk about their ideas  Choose resources  Say if they do or don’t need help.  **Belonging:**  Manage feelings and behaviour.  Talk about how they and others feel.  Talk about they and others behave.  Talk about consequences for behaviour.  Know some behaviour is unacceptable.  Work as a class or part of a group.  Understand and follow rules.  Adjust behaviour to different situations.  Adapt to changes in routine.  **Loving:**  Play co-operatively, take turns  Take account of one another’s ideas.  Show sensitivity to others’ needs and feelings.  Form positive relationships with both adults and other children.  Hear about the different types of families.  Explore the roles of individuals in the family | **Community:**  Try new activities.  Say what they like or dislike.  Speak in a group.  Talk about their ideas.  Chose resources.  Say if they do or don’t need help.  **Relating:**  Talk about how they and others feel.  Talk about how they and others behave.  Talk about consequences for behaviour.  Know some behaviour is unacceptable.  Work as a class or part of a group.  Understand and follow rules.  Adjust behaviour to different situations.  Adapt to changes in routine.  **Giving:**  Play co-operatively and take turns.  Take account of one another’s ideas.  Show sensitivity to others’ needs and feelings.  Form positive relationships with both adults and other children. | **Serving:**  Try new activities.  Say what they like or dislike.  Speak in a group.  Talk about their ideas.  Choose resources.  Say if they do or don’t need help.  **Inter-relating:**  Talk about how they and others feel.  Talk about they and others behave.  Talk about consequences for behaviour.  Know some behaviour is unacceptable.  Work as a class or part of a group  Understand and follow rules.  Adjust behaviour to different situations.  Adapt to changes in routine.  **World:**  Play co-operatively and take turns.  Take account of one another’s ideas.  Show sensitivity to others’ needs and feelings.  Form positive relationships with both adults and other children. |
| **Reception - No Outsiders** | * To say what I think. * Understand that all families are different. | * To understand that it’s OK to like different things. * To make friends with someone different. | * Protected Characteristics * To celebrate my family. |
| **Year 1 – PSHE Themes** | * Families and people who care for me * Making Choices * Treating others with respect * What helps us grow and stay healthy? | * Keeping emotionally and physically safe * Jobs in the Community  Understanding emotions  * Change and loss | * Concept of privacy; keeping secrets * My body is mine and belongs to me * Sun Safety * How can we look after each other and the world |
| **Year 1– PSHE Objectives** | **Family:**  That they belong to various groups as communities such as home, school and parish. **L4**  Learn about people who look after them, their family networks , who to go to if they are worried, how to attract their attention.  **H13, R5, R20, L5**  **Belonging:**  To identify and respect the similarities and differences between people.  Learn to recognise likes and dislikes, make informed choices and recognise consequences.  **H23**  Learn to recognise that they share a responsibility for keeping themselves and others safe (when to say YES,  NO, I WILL ASK & I WILL TELL)  **R19,20**  **Loving:**  Describe the importance for humans to exercise, eat the right amount of  different types of food  and maintain personal hygiene.**H2,3**  Learn that there are different types of teasing and bullying and these are wrong and unacceptable. Learn how to resist teasing and bullying if they experience or  witness it.**R10,11,12**  Learn how some diseases are spread and can be controlled and the responsibility they have for their own health and that of others. E.g washing hands.**H5** | **Community:**  Learn about rules for and ways of keeping  physically and emotionally safe (inc.  online safety, responsible use of ICT,  safety in the environment) H28,29,32,34  Learn to recognise that people and other living things have needs and  that they have responsibilities to meet  them (taking turns, sharing, returning  borrowed things) **L2**  To know that everyone has strengths. **L14**  That jobs help people to earn money to pay for things **L15**  Different jobs that people they know who work in the community do. **L16**  About some of the strengths and interests someone might need to do different jobs.  **L17**  **Relating:**  Learn how to communicate feelings to others, recognise how others show feelings and how to respond.  Learn about good and not so good feelings, develop a vocabulary to describe their feelings to others and  strategies to manage feelings.  Learn that people’s bodies and feelings can be hurt**. R10,H11,12,13,14,15,16,17,18,19**  **Giving:**  Learn what constitutes a healthy lifestyle  including the benefits of physical activity,  rest, healthy eating and good dental  hygiene. **H7**  Learn about change and loss and the  associated feelings (moving home, losing  loved ones; family, friends &pets and losing toys etc.)  **H20** | **Serving:**  Learn to recognise when people are being unkind either to them or to others, how to respond who to tell and what to say. **R21**  Learn the difference between secrets and surprises and the importance of not keeping adult secrets –  only surprises. **R18**  To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. **R13**  About how to respond if physical contact makes them feel uncomfortable or unsafe. **R16**  **Inter-relating:**  Learn to recognise how their behaviour affects others **H13**  Recognise how to keep safe in the sun and protect skin from sun damage. **H8**  **World:**  Learn about what improves and harms their local, natural and built environments and about some of the ways people look after/ don’t look them**. L2,3** |
| **Year 1- No Outsiders** | * To like the way I am. * Protected Characteristics | * To play with boys and girls. * To recognise that people are different ages. | * To understand that our bodies work in different ways. * To understand that we share the world with lots of people. |
| **Year 2 – PSHE Themes** | * Community * Similarities and differences between people * Making informed choices * Types of bullying * Healthy Lifestyles | * Keeping safe emotionally, physically, online * Communicating our feelings * Eating well and looking after our teeth * Change and loss and associated feelings` | * How behaviour affects others * How can we help in an accident or emergency? * Looking after our environment * What decisions can people make about money? |
| **Year 2– PSHE Objectives** | **Family:**  That they belong to various groups as communities such as home, school and parish.**H4,5**  Learn about people who look after them, their family networks, who to go to if they are worried, how to attract their attention.  **R1,2,4,5,20**  **Belonging:**  To identify and respect  the similarities and  differences between  people. **R23**  Learn to recognise likes and dislikes, make informed choices and recognise consequences.**H23**  Learn to recognise that they share a responsibility for keeping themselves and others safe (when to say YES, NO, I WILL ASK & I WILL TELL) **H28,29,32,33,34**  **Loving:**  Describe the importance for humans to exercise, eat the right amount of different types of food and maintain personal hygiene.**H1,2,3,4,5**  Learn that there are different types of teasing and bullying and these are wrong and unacceptable.  Learn how to resist teasing and bullying if they experience or  witness it. **R10,11,12**  Learn how some diseases are spread and can be controlled and the responsibility they have for their own health and  that of others. E.g washing hands.**H5** | **Community:**  Learn about rules for and ways of keeping  physically and emotionally safe (inc. online safety, responsible use of ICT, safety in the environment) **L1,7,R5,17,19**  **H34**  Learn to recognise that people and other living things have needs and that they have responsibilities to meet them (taking turns, sharing, returning borrowed things) **L2**  About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) **H30**  **Relating:**  Learn how to communicate feelings to others, recognise how others show feelings and how to respond. Learn about good and not so good feelings, develop a vocabulary to describe their feelings to others and strategies to manage feelings.  **H11,12,13,14,15,16,17**  Learn that people’s bodies and feelings can be hurt. R10  Learn that all medicines are drugs but not all drugs are medicines. H6  Learn basic road safety rules. H32  Investigate the ways in which exercise and rest help develop healthy bodies **H1,3,4,9**  Learn how to make simple choices that  improve their health and well-being  **Giving:**  Learn what constitutes a healthy lifestyle  including the benefits of physical activity,  rest, healthy eating and good dental  hygiene. **H1,2,3,4,7,9,10**  Learn about change and loss and the associated feelings (moving home, losing  loved ones; family, friends &pets and losing toys etc.) **H20**  To know that household products (including medicines) can be harmful if not used correctly. **H31** | **Serving:**  Learn to recognise when people are being unkind either to them or to others, how to respond who to tell and what to say R20,21  Learn the difference between secrets and surprises and the importance of not keeping adult secrets – only surprises. R18,20  Recognise the need to co-operate in work and play R 24  Provide opportunities to explore celebrations in different cultures.  Appreciate that advertising is part of contemporary life and its effects on our way of life  **Inter-relating:**  Learn to recognise how their behaviour affects others.  To know what to do if there is an accident and someone is hurt. **H35**  How to get help in an emergency (how to dial 999 and what to say) **H36**  **World:**  Learn about what improves and harms their local,  natural and built environments and about some of the ways people look after/ don’t look them.  Begin to appreciate their responsibility for the  world investigate things which improve or harm the local and national environment and the things people do to care for it.  Recognise that some of the earth’s resources are finite and therefore must be used responsibly by all  of us. L2,3  Know that money comes from different sources  and can be used for different purposes.  That people make different choices about how to save and spend money.  About the difference between needs and wants.  That money needs to be looked after; different ways of doing this. L10,11,12,13 |
| **Year 2 - No Outsiders** | * To understand what diversity is. * Protected Characteristics | * To understand how we share the world. * To understand what makes people feel proud. | * To feel proud of being different. * To be able to work with everyone in my class. |
| **Year 3 – PSHE Themes** | * Types of relationships * Healthy living * People who keep us safe * Being responsible * Consequences of discrimination | * What makes a community? * Who keeps us safe? * Risk, danger, hazard * Understanding change | * Concept of privacy; keeping secrets * My body is mine and belongs to me * Consequences of behaviours * How can our choices make a difference to others and the environment? |
| **Year 3– PSHE Objectives** | **Family:**  To recognise and respond appropriately to a wider range of feelings in others.  **H17,18,19**  That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender, and disability. **R31,32,33,L6,8**  (see protected characteristics of the Equality Act 2010)  To be aware of different types of relationships including those between acquaintances, friends, relatives and family. **R1**  To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don’t absolutely want to do so. **R3,4,5**  Understand that they grow and change throughout life. Learn about what makes a healthy life-style, including the benefits of healthy eating and how to make informed choices. **H1,2,3,6,7,8**  Learn that bacteria and viruses affect health and that following simple, safe routines can reduce their spread. **H9**  **Belonging:**  What being part of a  community means and  about the various  institutions which support locally and nationally L6,7,8  Why and how rules and laws that protect themselves and  others are made and  enforced. Why different  rules are needed in different situations and how to take part in making and changing  those. L1  To deepen their understanding of risk by recognising, predicting and  assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience. H38, L3  **Loving:**  About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people. R14  Know they are created to live in our society and the wider world.  To judge what kind of physical contact is acceptable or unacceptable  and how to respond. R25  To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of  prejudice based language) how to respond and ask for help. **R19,20,21**    To recognise their increasing independence brings increased responsibility to keep themselves and others safe. **H35**  To recognise ways in which relationships can be unhealthy and who to talk to if they need support. **R9,11**    To recognise and manage dares ( situations where choices can be made to enter into something that is dangerous or difficult) **R15,18** | **Community:**  There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment. **L5**  Explore the qualities that make a good community. **L7**  That there are different kinds of responsibilities, rights, and that these can sometimes conflict.  To recognise the role of  community, voluntary and  pressure groups. **L8**  Explore why and how rules and laws are made and enforced and why different rules are needed in different situations. **L1,2**  Become aware of school rules about health and safety, understand what democracy is, and about the basic institutions that support it locally and  nationally.  **Relating:**  To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they  believe to be wrong. R18,28,29  To differentiate between the terms risk, danger and hazard. **H39**  What positively and negatively affects their physical, mental and emotional health (including the media**) H15,16**  **Giving:**  How to make informed choices in relationships (including recognising that choices can have positive, neutral and  negative consequences) and to begin to understand the concept of a balanced lifestyle. **H2**  About change including transitions  (between key stages and schools) loss,  separation, divorce and bereavement  **H23, 36** | **Serving:**  The concept ofkeeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret. **R27**  To deepen their understanding of good  and not so good feelings to extend their vocabulary to enable them to explain both the range and  intensity of their feelings to others **H18**  Taking care of the body understanding that they  have autonomy and the right to protect their body from inappropriate or unwanted contact. **R25**  That pressure to behave in an unacceptable.  unhealthy or risky way can come from a variety of sources including people they know and media  **R18,30,31**  **Inter-relating:**  To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. **H24**  **R19,20,21 L9, 10** Realise the consequences  of anti-social behaviours, such as bullying and  racism, on individuals and communities.  Be aware of the importance of working together as part of a community.  Develop an appreciation of their own cultures and identify some significant elements in them to appreciate the range of national, regional.,  religious and ethnic identities in the United Kingdom.  Explore how the media present information.  **World:**  To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom..  To know that there are some cultural practices  which are against British law and universal rights.  Explore ways in which people affect the environment **L4,5**  Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of  the environment. |
| **Year 3 - No Outsiders** | * To understand how difference can affect someone. * Protected Characteristics | * To understand how we share the world. * To understand what makes people feel proud. | * To feel proud of being different. * To be able to work with everyone in my class. |
| **Year 4 – PSHE Themes** | * Responding to feelings * Understanding difference * How can we manage risk in different situations? * Healthy and unhealthy relationships | * Responsibility in the community * What positively and negatively affects how I feel? * Choices and changes * Healthy Lifestyles | * Explore and value the differences of individuals in the community * Conflicting emotions * Investigate community life in a developing country * How actions affect the environment we live in |
| **Year 4– PSHE Objectives** | **Family:**  To recognise and respond  appropriately to a wider  range of feelings in others. H17,18,19  That differences and  arise from a number of  factors including family,  cultural, ethnic, racial and religious diversity, age, sex, gender identity, and disability. **R31,32,33, L6,8**  (See protected  characteristics of the  Equality Act 2010)  To be aware of different  types of relationships  including those between  acquaintances, friends,  relatives and family. **R1**  To be aware that marriage is a commitment freely entered into by both people and that  no-one should enter into a marriage if they don’t absolutely want to do so.  **R3,4,5**  **Belonging:**  Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those. **L1, H37**  To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build  Resilience.  **H35,37,38,**  **Loving:**  About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people.  R14  Know they are created to live in our society and the wider world.  To judge what kind of physical contact is acceptable or unacceptable and how to respond. **R25**  To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help.  **R19,20,21**  To recognise their increasing independence brings increased responsibility to keep themselves and others safe. **H3**  To recognise ways in which relationships can be unhealthy and who to talk to if they need support. **R9,11**  To recognise and manage dares (situations where choices can be made to enter into something that is dangerous or difficult) **R15,18**    That bacteria and viruses can affect health and that following simple routines can reduce their spread **H9** | **Community:**  There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment. **L5**  To know about the benefits of skin exposure and risks of over exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. **H12**  **Relating:**  To recognise when and  how to ask for help and  use basic techniques for resisting pressure to do something dangerous,  unhealthy that makes them uncomfortable, anxious or that they  believe to be wrong. R18,28,29  To differentiate between the terms risk, danger and hazard. **H39**  What positively and negatively affects their physical, mental and emotional health. (including the media**)**  **H15,16**  **Giving:**  How to make informed choices in relationships (including recognising  that choices can have positive, neutral and  negative consequences) and to begin to understand the concept of a balanced lifestyle. H2  About change including transitions (between key stages and schools) loss,  separation, divorce and bereavement.  **H23,36**  Learn what makes a healthy lifestyle, exercise, healthy diet, and how to  make informed choices.  **H1,2,3,6,7,8** | **Serving:**  The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret. R27  To deepen their understanding of good  and not so good feelings to extend their vocabulary to enable them to explain both the range and  intensity of their feelings to others. **H18**  Taking care of the body understanding that they  have autonomy and the right to protect their body from inappropriate or unwanted contact. **R25**  That pressure to behave in an unacceptable. unhealthy or risky way can come from a variety of sources including people they know and media.  **Inter-relating:**  To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. **H24**  Explore and value the differences of individuals in their communities.  Learn about the range of jobs carried out by people they know.  Investigate people’s reactions to differences e.g. of talents, looks, cultures. **H27 R32,34 L7**  Become aware of the consequences of anti-  social behaviour, such as bullying, teasing and  racism.  Explore the consequences of anti-social behaviour on individuals and communities. **R19,20,21**  **L9,10**  **World:**  **.**To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. **L8**  To know that there are some cultural practices  which are against British law and universal rights.  Identify ways in which people in our world  depend on each other think about lives of people living in other places and times and people with different values and customs. **R31,32 L8**  Investigate community life in a ‘developing world’ area.  Learn that difference and similarities between people arise from a number of factors, cultural, ethic, racial, religious, gender and disability.  Explore ways in which their actions affect the  environment and how they can work with others to preserve the environment. |
| **Year 4 - No Outsiders** | * To know when to be assertive. * Protected Characteristics | * To understand why people choose to get married. * To overcome language as a barrier. | * To ask questions and know that we have a choice. * To be who you want to be. |
| **Year 5 – PSHE Themes** | * Types of relationships * Rules, laws and risks * People who keep us healthy and safe * Consequences of discrimination | * Responsibilities * Physical, emotional and mental health * Change and choices * How can the media influence people? | * Understanding how my body and emotions change * What jobs would we like? * Economic choices and sustainability of the environment |
| **Year 5– PSHE Objectives** | **Family:**  To recognise and respond  appropriately to a wider  range of feelings in others.  **H17,18,19**  That differences and similarities between people  arise from a number of  factors including family,  cultural, ethnic, racial and religious diversity, age, sex, gender identity and disability. (See protected. **R31,32,33 L6,8**  characteristics of the  Equality Act 2010)  To be aware of different  types of relationships  including those between  acquaintances, friends,  relatives and family. **R1**  To be aware that marriage is  a commitment freely entered into by both people and that  no-one should enter into a marriage if they don’t absolutely want to do so.  **R3,4,5**  **Belonging:**  What being part of a  community means and  about the various  institutions which support locally and nationally. **L6,7**  Why and how rules and laws that protect themselves and  others are made and  enforced. **L1**  Why different  rules are needed in different situations and how to take part in making and changing  those To deepen their  understanding of risk by recognising, predicting and  assessing risks in different  situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience.  **H35,37,38**  **Loving:**  responsible for helping them stay healthy and safe and the ways in which they can help these people. R14  Know they are created to live in our society and the wider world.    To judge what kind of physical contact is acceptable or unacceptable and how to respond. **R25**  To realise the nature and consequences of discrimination, teasing, bullying and aggressive. behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help.  **R19,20,21**  To recognise their increasing interdependence brings increased responsibility to keep themselves and others safe. **H3**  To recognise ways in which relationships can be unhealthy and who to talk to if they need support. **R9,11**  To recognise and manage dares (situations where choices can be made to enter into something that is dangerous or difficult)  That bacteria and viruses can affect health and that following simple routines can reduce their spread. **H9** | **Community:**  There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environments. **L5**  **Relating:**  To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they  believe to be wrong. R18,28,29  To differentiate between the terms risk, danger and hazard. **H39**  What positively and negatively affects their physical, mental and emotional health (including the media**) H15,16**  **Giving:**  How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle. H2    About change including transitions (between key stages and schools) loss, separation, divorce and bereavement.  **H23,36**  Understand which commonly available substances and drugs are legal and illegal and their effects and the associated risk. **H46,47**  Develop an awareness of the way the media influences our choices.  **H6,11**  Become aware of the effects of exercise bones ,muscles and organs.  Learn about options for a healthy lifestyle, including benefits of exercise healthy eating and what affects positive mental health and to make informed choices.  **H1,2,3,6,7,8** | **Serving:**  The concept of keeping something confidential or  secret when we should not or not agree to this and when it is right to break a confidence or break a secret R27  To deepen their understanding of good and not so good feelings to extend their vocabulary  to enable them to explain both the range and intensity of their feelings to others. **H18**  Taking care of the body understanding that they  have autonomy and the right to protect their body  from inappropriate or unwanted contact. **R25**  That pressure to behave in an unacceptable.  unhealthy or risky way can come from a variety  of sources including people they know and  media. **R18,30,31**  How their body will and emotions may change as  they approach and move through puberty.  **H31**  Appreciate the roles and responsibilities of other family members.  **Inter-relating:**  To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. **H20**  To know some of the skills that will help them in their future careers e.g. teamwork, communication, negotiation. **L30**  To know that some jobs are paid more than others and money is one factor which may influence a person’s job/career choice; that people choose to do voluntary work which is unpaid. **L29**  **World:**  To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. **L8**  To know that there are some cultural practices which are against British law and universal rights.  Explore different ways to respond to the gifts  of creation- using a variety of media and  experiences.  Explore the concept that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. **L4,5** |
| **Year 5 - No Outsiders** | * To learn from our past. * Protected Characteristics | * To justify my actions. * To recognise when someone needs help. | * To appreciate artistic freedom. * To accept people who are different from me. |
| **Year 6 – PSHE Themes** | * Types of relationships * Responding to Feelings * Understanding rules and risks * How to respond and ask for help | * Responsibilities at home and in school * Jobs and careers * Change including transition * How can drugs common to everyday life affect health? | * Concept of privacy and taking care of my body * My changing body and emotions * Conflicting emotions * Money Management |
| **Year 6 – PSHE Objectives** | **Family:**  To recognise and respond appropriately to a wider range of feelings in others. **H17,18,19**  That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, and disability  **R31,32,33 L6,8**  To be aware of different types of relationships including those between acquaintances, friends, relatives and family. **R1**  To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don’t absolutely want to do so. **R3,4,5**  **Belonging:**  What being part of a community means and about the various institutions which support locally and nationally. **L6,7**  Why and how rules and laws that protect themselves and others are made and enforced. **L1**  Why different rules are needed in different situations and how to take part in making and changing those. **H37**  To deepen their understanding of risk by recognising, predicting and  assessing risks in different situations and deciding how to manage them responsibly and to use this as an  opportunity to build resilience. **H35,37,38**  **Loving:**  About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people. **R14**  Know they are created to live in our society and the wider world. To judge what kind of  physical contact is acceptable or unacceptable and how to respond. **R25**    To realise the nature and consequences of discrimination, teasingbullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how torespond and ask for help. **R19,20,21**  To recognise their increasing independence brings increased responsibility to keep themselves and others safe. **H3**    To recognise ways in which relationships can be unhealthy and who to talk to if they need support. **R9,11**  To recognise and manage dares (situations where choices can be made to enter into something that is dangerous or difficult)  That bacteria and viruses can affect health and that following simple routines can reduce their spread. **H9** | **Community:**  There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment. **L5**  **Relating:**  To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they  believe to be wrong. R18,28,29  To differentiate between the terms risk, danger and hazard. What positively and  negatively affects their physical, mental and emotional health (including the media) **H15,16**  To recognise that there is a broad range of different jobs/careers that people can have. **L26**  About what might influence people’s decisions about a job career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities) **L28**  To recognise the kind of job that they might like to do when they are older. **L31**  **Giving:**  How to make informed  choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced  lifestyle. H2  About change including  transitions (between key stages and schools) loss, separation, divorce and  bereavement. **H23,36**  Develop appropriate techniques to resist pressure from friends and others with regard to tobacco, alcohol and drugs  Learn which commonly available substances and drugs are legal and illegal, their effects and risks Investigate ways to achieve a healthy body through diet, exercise, hygiene and rest. **R15,28 H1,2,3,4,6,7,8,11,46,47,49** | **Serving:**  The concept of keeping  something confidential or secret when we should not or not agree to this and when it is right to my break a confidence or break a secret. R27    To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. **H18**  Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact. **R25**    That pressure to behave in an unacceptable. unhealthy or risky way can come from a variety of sources including people they know and media.  **R18,30,31**  How their body will and emotions may change as they approach and move through puberty. **H31**  **Inter-relating:**  To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. **H20**  **World:**  To appreciate the range of national, regional,  religious and ethnic identities in the United Kingdom. **L8**  To know that there are some cultural practices  which are against British law and universal rights.  Deepen awareness of current environment issues in the context of God’s creation including allocation of resources **L4,5**  Explore ways to look after money and the benefits of saving for future needs. **L18**  To recognise that people make spending decisions based on priorities, needs and wants. **L20**  Different ways to keep track of money. **L21**  About risks associated with money (e.g. money can be won, lost, stolen and ways of keeping money safe. **L22**  To identify the ways that money can impact on people’s feelings and emotions. **L24** |
| **Year 6 – No Outsiders** | * To promote Diversity * Protected Characteristics | * To stand up to discrimination * To know what prejudice is and how it can happen if racism is not challenged. To challenge the causes of racism. | * To consider how my life may change as I grow up. * To recognise my freedom. * I know I can decide how I live my life when I grow up. |