



RSHE curriculum running through St Peter's

Subject/Area of school life	Examples of RSHE throughout school life
RSHE	'Life to the Full'
RE	Catholic Social Teaching, recognising and celebrating similarities and differences in other faiths
Geography	Identifying and breaking down stereotypes of people and places around the world
History	Black history, development of democracy in Europe, recognition of laws and key societal changes
Art	Diversity of artists and art from different places and backgrounds, consideration of art as an emotional outlet
Computing	E-safety curriculum
English Reading	Book talk surrounding character's feelings and diversity of characters
Science	Keeping healthy
PE	Looking after ourselves, physical fitness
DT	Safety with tools
Keeping safe	See curriculum overview below
Britishness	See curriculum overview below, UK Parliament
Children's voice	School council, charity work, pupil surveys- see website page
Children's responsibility	Year 6 monitors- wide range, school council
Behaviour Policy	Responsibility and child's voice, consideration of positive rewards and sanctions for negative behaviour

Relationships: Education for children

Relationship Education is becoming statutory for all primary schools in England and Wales from 2020.

Ten Ten is a Catholic educational organisation that specialises in providing resources which will meet statutory criteria and support the RSE Policy of the school. It is a fully-resourced programme of study based on “A Model Catholic RSE Curriculum” provided by the Catholic Education Service.

Title	Content
Reception	Diocesan approved resource ‘Life to the Full’ from Ten Ten
Year 1	Topics include:
Year 2	• Religious Understanding
Year 3	• Me, My Body, My Health
Year 4	• Emotional Well-Being • Personal Relationships • Living in the Wider World
Year 5	• Life Cycles • Keeping Safe
Year 6	• Life Online

E-Safety: Education for children

A progressive primary education programme that builds on, and enhances learning from the previous year. As detailed in the National Curriculum for computing programmes of study for Key Stage 1 and 2, these sessions cover:

- using technology safely and respectfully and keeping personal information private
- identifying where to go for help and support and
- recognising acceptable/unacceptable behaviour, and knowing how to report concerns

Currently the NSPCC deliver on-line safety sessions to Year 5 and 6, in alternate years and sessions for parents.

Title	Content
Reception	Using Childnet resources (Digiduck) stories to focus on how to be a good friend online and make sensible choices. An introduction to concept of who are our trusted adults and that we need to talk to our trusted adults if anything online is worrying us.
Year 1	Using Childnet resources (Smartie the penguin) to explore and gain an understanding of what to do with: Pop ups, in app purchases and talking to strangers online. There is a focus on how reliable information is and how to use child friendly search engines.
Year 2	Smart with a heart resources focus on sharing safely, meeting online, accepting content, Watching videos and sharing pictures Whilst recapping reliable and trust worthy information and telling a trusted adult.
Year 3	The SMART crew take us on a journey to recap and embed the learning from year 2, with further learning linked to security online, what should we share and how to talk to others online appropriately.
Year 4	Play like share (think U know) develop online friendships, sharing photos and videos linked to safety and copy right. Developing an understanding of how live streaming and gaming comments can be interpreted and identify the difference between fans and friends.
Year 5	Reaping the SMART rules for online safety using Interland by building strong passwords, Respecting others content, checking if it is real and thinking before we share. We can build respectful online participants.
Year 6	Reaping SMART rules with a focus on password phishing, disinformation and hoaxes. A further look at the issues surrounding online friends and the risks of meeting someone you only know online. There will also be a recap on appropriate gaming, how personal information can be used and shared, privacy settings and selfies. Knowing how to identify when online behaviours stop being fun and begin to create anxiety.



St Peter's Catholic School, Winchester
Curriculum for teaching children about keeping safe

	Autumn	Spring	Summer
Year R	• Mission statement work • Our Schools Golden Rules • Using the toilets appropriately. • Anti-Bullying week – Discuss with children how to be kind to each other. • Story times • Regular circle times • Classroom reward systems • Firework safety • RSHE sessions – Being kind, respect, sharing. • Walktober/road safety • Black History Month • Fortnightly – check that the children know who to talk to and what to do if they have a problem eg I don't like it when.. at assembly. • Handwashing • Be Bright Be Seen • ICT Policy • E-Safety across the year	• Classroom reward systems • RSHE sessions – Being kind, respect, sharing. • NSPCC national programme –<i>Speak out- Stay Safe</i> (alternate year programme)	• Classroom reward systems • RSHE sessions – Being kind, respect, sharing. • Transition work to new class / Key Stage • Pantosaurus

	Autumn	Spring	Summer
All of KS1, unless specified.	• Mission statement work • Our Schools Golden Rules • Anti-Bullying week • All class stories • Walktober/road safety • Black History Month • RSHE taught • Classroom reward systems • Fortnightly – check that the children know who to talk to and what to do if they have a problem eg I don't like it when...at assembly • Regular circle times • Safety talks before school trips • Be Bright Be Seen • ICT policy • Firework safety • Heart Start in Year 2 • E-Safety across the year	• E Safety (including information to parents) • RSHE taught • NSPCC national programme –<i>Speak out- Stay Safe</i> (alternate year programme) • Safety talks before school trips • Regular circle times	• RSHE taught • Walk to school week • Phase assembly lead by JRSOs • Transition to new classes • Safety talks before school trips • Regular circle times • Transition work to new class / Key Stage • Pantosaurus

	Autumn	Spring	Summer
All of KS2, unless specified.	• Mission statement work • Our Schools Golden Rules • RSHE taught • ICT policy • Anti-bullying week • Be Bright Be Seen • Walktober/road safety • Black History Month • Firework safety • Regular circle times • Fortnightly – check that the children know who to talk to and what to do if they have a problem eg I don't like it when... • Heart Start in Year 5 • Regular visits from local police • E-Safety across the year	• RSHE taught • NSPCC national programme –<i>Speak out- Stay Safe</i> (alternate year programme) • Swimming in Year 4 • Cycling proficiency in Year 5 • Regular visits from local police	• RSHE taught • Safety talks before school trips, particularly residential • Transition work to new class / Key Stage / school • Regular visits from local police • Sex education



Subject Overview (Please note majority of e-safety curriculum within computing planning overview)

Subject: Relationships and Health Education (RSHE)

Subject Leader: Grace Dougan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E-Safety	To ensure version control please refer to school's computing curriculum for E-Safety programme of study					
*	Denotes Sexual Health Curriculum to be taught after 6 th June, after information letters sent to parents.					
EYFS	The most relevant early years outcomes for RHSE are taken from the following areas of learning: • Personal, Social and Emotional Development • Physical Development • Understanding the World We will be using Ten:Ten Resources from 'Life to the Full'.					
	Welcome to school Feeling safe at school Making friends (Teacher lead within continuous EYFS provision)	Created and Loved by God EYFS Module 1 Unit 1 Unit 2 Handmade with love I am me Heads, shoulders knees and toes Ready teddy?	Created and Loved by God EYFS Module 1 Unit 3 I like, you like, we all like! Good feelings, bad feelings Let's get real	Created to Love Others EYFS Module 1 Unit 4 EYFS Module 2 Unit 1 Growing up Role Model part 1 & 2	Created to Love Others EYFS Module 2 Unit 2 Who's Who? You've got a friend in me Forever friends	Created to Live in Community EYFS Module 2 Unit 3 What is the Internet? Playing Online EYFS Module 2 Unit 4* Safe inside and out Part 1 & 2 My body, my rules
Year 1	Teacher led – Classroom rules/ contract/ boundaries Circle time –getting to know each other E-safety – see e-safety provision	Created and Loved by God KS1 Module 1 Unit 1 Unit 2 Story sessions: let the children come I am unique Girls and boys V1 (not genitalia) Clean and healthy	Created and Loved by God KS1 Module 1 Unit 3 Unit 4 Feelings, likes, dislikes Feeling inside out Super Susie gets angry The cycle of life	Created to Love Others KS1 Module 2 Unit 1 Unit 2 God loves you Special people Treat others well... ...and say sorry	Created to Love Others KS1 Module 2 Unit 3 Real Life online Rules to Help Us KS1 Module 2 Unit 4 Good and bad secrets Harmful substances Can you help me? Part 1 & 2	Created to Live in Community KS1 Module 3 Unit 1 Unit 2 Three in one Who is my neighbour? The communities we live in KS1 Module 2 Unit 4* Physical Contact (NSPCC Pants)

Year 2	Teacher led – Classroom rules/ contract/ boundaries Circle time –getting to know each other E-safety – see e- safety provision	Created and Loved by God KS1 Module 1 Unit 1 Unit 2 Story sessions: let the children come I am unique Girls and boys V1 (not genitalia) Clean and healthy	Created and Loved by God KS1 Module 1 Unit 3 Unit 4 Feelings, likes, dislikes Feeling inside out Super Susie gets angry The cycle of life	Created to Love Others KS1 Module 2 Unit 1 Unit 2 God loves you Special people Treat others well... ...and say sorry	Created to Love Others KS1 Module 2 Unit 3 Real Life online Rules to Help Us KS1 Module 2 Unit 4 Good and bad secrets Harmful substances Can you help me? Part 1 & 2	Created to Live in Community KS1 Module 3 Unit 1 Unit 2 Three in one Who is my neighbour? The communities we live in KS1 Module 2 Unit 4 * Physical Contact (NSPCC Pants)
Year 3	Teacher led – Classroom rules/ contract/ boundaries Circle time –getting to know each other E-safety – see e- safety provision	Created and Loved by God LKS2 Module 1 Unit 1 Unit 2 Story sessions: Get up! The sacraments Created to Live in Community LKS2 Module 3 Unit 1 Unit 2 A community of love What is the church? How do I love Others?	Created and Loved by God LKS2 Module 1 Unit 3 Unit 4 What am I feeling? What am I looking at? I am thankful Live cycles	Created to Love Others LKS2 Module 2 Unit 1 Unit 2 Story session: Jesus, my friend Friends, family and others When things feel bad	Created to Love Others LKS2 Module 2 Unit 3 Sharing online Chatting online Drugs, alcohol and tobacco First aid heros	Created and Loved by God LKS2 Module 1 Unit 2 * We don't have to be the same Respecting our bodies What is Puberty (Yr4) Changing Bodies (Y4) Male/Female Discussion Groups (Yr4) LKS2 Module 2 Unit 3* Safe in my body Note, many sessions only for Year 4
Year 4	Teacher led – Classroom rules/ contract/ boundaries Circle time –getting to know each other E-safety – see e- safety provision	Created and Loved by God LKS2 Module 1 Unit 1 Unit 2 Story sessions: Get up! The sacraments Created to Live in Community LKS2 Module 3 Unit 1 Unit 2 A community of love	Created and Loved by God LKS2 Module 1 Unit 3 Unit 4 What am I feeling? What am I looking at? I am thankful Live cycles	Created to Love Others LKS2 Module 2 Unit 1 Unit 2 Story session: Jesus, my friend Friends, family and others When things feel bad	Created to Love Others LKS2 Module 2 Unit 3 Sharing online Chatting online Drugs, alcohol and tobacco First aid heros	Created and Loved by God LKS2 Module 1 Unit 2 * We don't have to be the same Respecting our bodies What is Puberty (Yr4) Changing Bodies (Y4) Male/Female Discussion Groups (Yr4) LKS2 Module 2 Unit 3*

		What is the church? How do I love Others?				Safe in my body Note, many sessions only for Year 4
Year 5	Teacher led – Classroom rules/ contract/ boundaries Circle time –getting to know each other E-safety – see e- safety provision	Created and Loved by God UKS2 Module 1 Unit 1 Story sessions: Calming the Storm Created to Love Others UKS2 Module 2 Unit3 Sharing isn't always caring Cyberbullying Types of abuse Impacted lifestyles Making good choices Giving assistance	Created to Love Others UKS2 Module 2 Unit 1 Is God calling you? UKS2 Module 2 Unit 2 Under pressure Do you want a piece of cake? Self-Talk Smoking: what is normal? Getting fit Drugs, alcohol and tobacco Basic first aid	Created to Live in Community UKS2 Module 3 Unit 1 The Trinity Catholic Social Teaching UKS2 Module 3 Unit 2 Reaching Out Our emotional needs How are they feeling? Mental well-being	Created and Loved by God UKS2 Module 1 Unit 3 Body Image Peculiar Feelings Emotional Changes Seeing Stuff Online	Created and Loved by God UKS2 Module 1 Unit 2 * Gifts and talents Girls' bodies Boys' bodies Spots and sleep Safe in my body UKS2 Module 1 Unit 4 * Making babies (part 1) Making babies (part 2) Menstruation
Year 6	Teacher led – Classroom rules/ contract/ boundaries Circle time –getting to know each other E-safety – see e- safety provision	Created and Loved by God UKS2 Module 1 Unit 1 Story sessions: Calming the Storm Created to Love Others UKS2 Module 2 Unit3 Sharing isn't always caring Cyberbullying Types of abuse Impacted lifestyles Making good choices Giving assistance Basic first aid	Created to Love Others UKS2 Module 2 Unit 1 Is God calling you? UKS2 Module 2 Unit 2 Under pressure Do you want a piece of cake? Self-Talk Build Others Up Smoking: what is normal? Getting fit Drugs, alcohol and tobacco Basic first aid	Created to Live in Community UKS2 Module 3 Unit 1 The Trinity Catholic Social Teaching UKS2 Module 3 Unit 2 Reaching Out Five ways to well-being Healthy lifestyle Mental well-being	Created and Loved by God UKS2 Module 1 Unit 3 Body Image Peculiar Feelings Emotional Changes Seeing Stuff Online	Created and Loved by God UKS2 Module 1 Unit 2 * Gifts and talents Girls' bodies Boys' bodies Spots and sleep Safe in my body UKS2 Module 1 Unit 4 * Making babies (part 1) Making babies (part 2) Menstruation

Learning in EYFS: What RSHE Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which early years outcomes are prerequisite skills for RSE within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for PSHE.

The most relevant early years outcomes for PSHE are taken from the following areas of learning: Personal, Social and Emotional Development, Physical Development and Understanding the World. We will be using 'I am Me' from 'Life to the Full'.

RSHE in EYFS			
30-50 Months	Personal, Social and Emotional Development	Self-confidence and awareness	- To select and use activities and resources with help. - To welcome and value praise for what they have done. - To enjoy the responsibility of carrying out small tasks. - To be more outgoing towards unfamiliar people and more confident in new social situations. - To be confident talking to other children when playing and communicate freely about own home and community. - To show confidence in asking adults for help.
		Managing feelings and behaviour	- To be aware of own feelings and know that some actions and words can hurt others' feelings. - To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. - To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. - To usually adapt behaviour to different events, social situations and changes in routine.
		Making relationships	- To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. - To initiate play, offering cues to peers to join them. - To keep play going by responding to what others are saying or doing. - To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
	Physical Development	Health and Self-Care	- To tell adults when hungry or tired, or when they want to rest or play. - To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. - To usually manage washing and drying hands. - To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
	Understanding the World	People and Communities	- To show interest in the lives of people who are familiar to them. - To remember and talk about significant events in their own experiences. - To recognise and describe special times or events for family or friends. - To show interest in different occupations and ways of life. - To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.

40 – 60 months	Personal, Social and Emotional Development	Self-confidence and awareness	- To be confident to speak to others about own needs, wants, interests and opinions. - To describe self in positive terms and talk about abilities
		Managing feelings and behaviour	- To explain own knowledge and understanding, and ask appropriate questions of others. - To take steps to resolve conflicts with other children, e.g. finding a compromise.
		Making relationships	- To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. - To be aware of the boundaries set and of behavioural expectations in the setting. - To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
	Physical Development	Health and Self-Care	- To eat a healthy range of foodstuffs and understand a need for variety in food. - To usually be dry and clean during the day. - To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. - To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. - To practice some appropriate safety measures without direct supervision.
ELG	Personal, Social and Emotional Development	Self-confidence and awareness	To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing feelings and behaviour	To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
		Making relationships	To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
	Physical Development	Health and Self-Care	To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 1						

	<u>Good secrets and bad secrets (Keeping Safe)</u> • The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; • How to resist pressure when feeling unsafe. <u>Physical contact (Keeping Safe)</u> • To know that they are entitled to bodily privacy; • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.	<u>Special People (Personal relationships)</u> • To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; • The importance of nuclear and wider family; • The importance of being close to and trusting special people and telling them if something is troubling them. <u>Treat Others Well ... (Personal relationships)</u> • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; • The characteristics of positive and negative relationships; • Different types of teasing and that all bullying is wrong and unacceptable. <u>...And say sorry</u> • To recognise when they have been unkind and say sorry; • To recognise when people are being unkind to them and others and how to respond; • To know that when we are unkind to others, we hurt God	<u>Three in one (Religious Understanding)</u> • That God is love: Father, Son and Holy Spirit; • That being made in his image means being called to be loved and to love others <u>Who is my neighbour? (Religious Understanding)</u> • To know what a community is, and that God calls us to live in community with one another; • A scripture illustrating the importance of living in community as a consequence of this; • Jesus' teaching on who is my neighbour.	<u>Our feelings (Mental Well- being)</u> • Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these. <u>Thinking about feelings (Mental Well- being)</u> • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)		<u>Let the children come (Religious Understanding)</u> • We are created individually by God; • God wants us to talk to Him often through the day and treat Him as our best friend; • God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness; • We are created as a unity of body, mind and spirit: who we are matters and what we do matters; • We can give thanks to God in different ways. <u>Girls and boys (me, my Body, My Health)</u> • Our bodies are good; • The names of the parts of our bodies; • Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family
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		also and should say sorry to him as well; • To know that we should forgive like Jesus forgives.				
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 2						

	<u>How safe would you feel? (Keeping Safe)</u> - Identify situations in which they would feel safe or unsafe; - Suggest actions for dealing with unsafe situations including who they could ask for help. <u>What should he say? (Keeping Safe)</u> - Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. <u>Harold's picnic (Keeping Safe)</u> - Understand that medicines can sometimes make people feel better when they're ill; - Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; - Explain simple issues of safety and responsibility about medicines and their use.	<u>Clean and healthy (Me, my Body, My Health)</u> - Our bodies are good and we need to look after them; - What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; - The importance of sleep, rest and recreation for our health; - How to maintain personal hygiene.	<u>The communities we live in (Living in the wider world)</u> - That they belong to various communities such as home, school, parish, the wider local community, nation and global community; - That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; - That we have a duty of care for others and for the world we live in (charity work, recycling etc.); - About what harms and what improves the world in which we live.	<u>Feelings, likes and dislikes (Emotional well being)</u> - That it is natural for us to relate to and trust one another; - That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); - A language to describe our feelings. <u>Feelings inside out (Emotional well being)</u> - Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. <u>Super Susie gets angry (Emotional well being)</u> - Simple strategies for managing feelings and for good behaviour; - That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; - That Jesus died on the cross so that we would be forgiven.	<u>Let the children come (Religious Understanding)</u> - We are created individually by God; - God wants us to talk to Him often through the day and treat Him as our best friend; God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness; - We are created as a unity of body, mind and spirit: who we are matters and what we do matters; - We can give thanks to God in different ways.	<u>I am unique (Religious Understanding)</u> - Children will engage with teacher-led questions and paired interactions; - Children will be given the opportunity to reflect on what makes them unique and special through an activity called 'My Special Box'; <u>The cycle of life (Me, my Body, My Health)</u> - Know and Appreciate that there are natural life stages from birth to death and what these are. <u>Healthy me (Physical health and fitness)</u> - Understand that the body gets energy from food, water and air (oxygen); - Recognise that exercise and sleep are important parts of a healthy lifestyle. <u>I can eat a rainbow (Physical health and fitness)</u> - Recognise the importance of fruit and vegetables in their daily diet; - Know that eating at least five portions of vegetables and fruit a
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						day helps to maintain health.
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 3	<u>Safe in my body (Keeping Safe)</u> - To judge well what kind of physical contact is acceptable or unacceptable and how to respond; - That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest	<u>Family, friends and others (personal relationships)</u> - Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; - That there are different types of relationships including those between acquaintances, friends, relatives and family; - That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; - The difference between a group of friends and a 'clique'. <u>When things feel bad (personal relationships)</u> - Develop a greater awareness of bullying (including cyber-	<u>Jesus my friend (Religious Understanding)</u> - That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; - The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; - That relationships take time and effort to sustain; - We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness	<u>Cooking dinner (Physical health and fitness)</u> - Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; - Explain what is meant by the term 'balanced diet'; - Give examples what foods might make up a healthy balanced meal.	<u>Poorly! (Physical health and fitness)</u> - Explain how some infectious illnesses are spread from one person to another; - Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; - Suggest medical and non-medical ways of treating an illness. <u>Help or harm (Physical health and fitness)</u> - Understand that medicines are drugs and suggest ways that they can be helpful or harmful. <u>Basic first aid (Physical health and fitness)</u> - How to make a clear and efficient call to emergency services if necessary	<u>We don't have to be the same (Me, my Body, My Health)</u> - Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; - Self-confidence arises from being loved by God (not status, etc). <u>Respecting our bodies (Me, my Body, My Health)</u> - About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.

		bullying), that all bullying is wrong, and how to respond to bullying; • Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.				
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 4	<u>In the news (Keeping Safe)</u> - Define the word <i>influence</i>; - Recognise that reports in the media can influence the way they think about an topic; - Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.	<u>What am I feeling? (Emotional well being)</u> - That emotions change as they grow up (including hormonal effects); - To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; - What emotional well-being means; - Positive actions help emotional well-being (beauty, art, etc. lift the spirit); - Talking to trusted people help emotional well-being (eg parents /carer / teacher / parish priest). <u>What am I looking at? (Emotional well being)</u> - To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. <u>I am thankful (Emotional well being)</u>	<u>Get up! (Religious Understanding)</u> - We are created individually by God who is Love, designed in His own image and likeness; - God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation); - Every human life is precious from the beginning of life (conception) to natural death; - Personal and communal prayer and worship are necessary ways of growing in our relationship with God;	<u>Who helps us to stay healthy? (Physical health and fitness)</u> - Explain how different people in the school and local community help them stay healthy and safe; - Define what is meant by 'being responsible'; - Describe the various responsibilities of those who help them stay healthy and safe; - Suggest ways they can help the people who keep them healthy and safe. <u>Basic first aid (Physical health and fitness)</u> - How to make a clear and efficient call to emergency services if necessary.	<u>Know the norms (Physical health and fitness)</u> - Understand some of the key risks and effects of smoking and drinking alcohol; - Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).	<u>What is puberty? (Me, my Body, My Health)</u> - Learn what the term puberty means; - Learn when they can expect puberty to take place; - Understand that puberty is part of God's plan for our bodies. <u>Changing bodies (Me, my Body, My Health)</u> - Learn correct naming of genitalia; - Learn what changes will happen to boys during puberty; - Learn what changes will happen to girls during puberty.

		• Some behaviour is wrong, unacceptable, unhealthy and risky; • Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.				
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 5	<u>Types of abuse (Keeping Safe)</u> - To judge well what kind of physical contact is acceptable or unacceptable and how to respond. - That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests	<u>Under pressure (Personal Relationships)</u> - Pressure comes in different forms, and what those different forms are; - There are strategies that they can adopt to resist pressure <u>Do you want a piece of cake? (Personal Relationships)</u> - Understand what consent and bodily autonomy means; - Discuss and reflect on different scenarios in which it is right to say 'no'.	<u>Calming the storm (Religious Understanding)</u> - We were created individually by God who cares for us and wants us to put or faith in Him. - Physically becoming an adult is a natural phase of life. - Lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!	<u>Smoking: what is normal? (Physical health and fitness)</u> - Understand actual norms around smoking and the reasons for common misperceptions of these. <u>Getting fit (Physical health and fitness)</u> - Know two harmful effects each of smoking/drinking alcohol. - Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.	<u>Basic first aid</u> - How to make a clear call to emergency services if necessary. - Concepts of basic first aid eg. dealing with common injuries and head injuries. <u>Our emotional needs (Mental Well being)</u> - Recognise basic emotional needs, understand that they change according to circumstance; - Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of	<u>Gifts and talents (Me, my Body, My Health)</u> - Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; - Self-confidence arises from being loved by God (not status, etc). <u>Girls' bodies(Me, my Body, My Health)</u> - That human beings are different to other animals; - About the unique growth and development of humans, and the

		<u>Self –talk (Personal Relationships)</u> - Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; - Apply this approach to personal friendships and relationships.		Understand the actual norms around smoking and the reasons for common misperceptions of these.	risk taking in this situation, including emotional risks. <u>How are they feeling? (Mental Well being)</u> - Use a range of words and phrases to describe the intensity of different feelings - Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; - Explain strategies they can use to build resilience.	changes that girls will experience during puberty; - About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately; - The need for modesty and appropriate boundaries. <u>Boys' bodies(Me, my Body, My Health)</u> - That human beings are different in kind to other animals; - About the unique growth and development of humans, and the changes that boys will experience during puberty; - About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; - The need for modesty and appropriate boundaries. <u>Spots and sleep(Me, my Body, My Health)</u> - How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc
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						<u>Menstruation(Me, my Body, My Health)</u> - About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; - Some practical help on how to manage the onset of menstruation.
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 6						
	<u>Seeing stuff online* (Emotional Well being)</u> - The difference between harmful and harmless videos and images; - The impact that harmful videos and images can have on young minds; - Ways to combat and deal with viewing harmful videos and images.	<u>Basic first aid</u> - How to make a clear and efficient call to emergency services if necessary. - Concepts of basic first aid eg. dealing with common injuries and head injuries.	<u>Calming the storm (Religious Understanding)</u> - Physically becoming an adult is a natural phase of life. - Lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! - Like Kester, they were made to love and be loved.	<u>What sort of drug is ...?(Physical health and fitness)</u> - Explain how drugs can be categorised into different groups depending on their medical and legal context; - Demonstrate an understanding that drugs can have both medical and non-medical uses; - Explain in simple terms some of the laws that control drugs in this country. <u>Drugs: it's the law. (Physical health and fitness)</u>	<u>Five ways to wellbeing (Physical health and fitness)</u> - Explain what the five ways to wellbeing are; - Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.	<u>Body image(Me, my Body, My Health)</u> - To recognise that images in the media do not always reflect reality and can affect how people feel about themselves - That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media. <u>Peculiar feelings (Emotional Well being)</u> - To deepen their understanding of the

				• Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. <u>Alcohol: what is normal? (Physical health and fitness)</u> • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol.		range and intensity of their feelings. • That some behaviour is wrong, unacceptable, unhealthy or risky. <u>Emotional changes(Emotional Well being)</u> • To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action; • About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted adults when worried ensures healthy well-being. *kept as RSE curriculum due to emotional well being element <u>Life cycles (Life Cycles)</u> • That they were handmade by God with the help of their parents; • How a baby grows and develops in its mother’s womb including, scientifically, the uniqueness of the moment of conception; • How conception and life in the womb fits into the cycle of life; • That throughout their lives human beings
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						act at three integrated levels: physical, psychological and spiritual <u>Making babies (Part 1)</u> <u>(Me, my Body, My Health)</u> • How a baby grows and develops in its mother's womb. <u>Making babies (Part 2)</u> <u>(Me, my Body, My Health)</u> • Basic scientific facts about sexual intercourse between a man and woman; • The physical, emotional, moral and spiritual implications of sexual intercourse; • The Christian viewpoint that sexual intercourse should be saved for marriage.
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