



Sacred Heart CVA PSHE/RSHE Long Term Plan



| | Advent 1 | End Points | Advent 2 | End Points | Lent 1 | End Points | Lent 2 | End Points | Pentecost 1 | End Points | Pentecost 2 | End Points |
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| EYFS | | | Module One: Created and Loved by God The Creation Story (4 sessions) | 1. I can explore that I am created by God out of love and for love. (S1) 2. I can start to understand what it means to be unique and special. (S1,2,3) | Module One: Created and Loved by God (4 sessions) | 3. I can start to describe different feelings and I can say 'Sorry.' (S1,2,3) 4. I can start to recognise how we grow up. (S1) | Module Two: Created to Love Others (4 sessions) Jesus washes the Disciples' Feet | 1. I can explore how God cares for us and how we can follow his example. (S1) 2. I can name special people in my life and I can start to understand how to be a good friend. (S1,2,3) | Module Two: Created to Love Others (4 sessions) | 3. I can start to identify different ways to stay safe inside and out. (S1,2,3,4) | Module Three: Created to Live in Community Jesus Feeds the 5000 (3 Sessions) | 1. I can explore the concept of the trinity. (S1,2) 2. I can explore being part of a community. (S1) |
| Year 1 | Module One: Created and Loved by God (5 sessions) | 1. I can explore that I am created by God out of love and for love. (S1) 2. I can celebrate similarities and | Wider World – Internet Safety | 1. I can talk about how the internet and digital devices can be used safely to find things out and to communicate | Module Two: Created to Love Others (5 sessions) The Prodigal Son | 1. I can explore that God will not stop loving. (S1) 2. I can identify the people in my life I can | Wider World - Money Awareness | 1. I can explore what money is; forms that money comes in; that money comes from different sources. | Module Three: Created to Live in Community (2 Sessions) | 1. I can explore the concept of the trinity. (S1) 2. I can identify the different communities I am a | Wider World - Careers | 1. I can understand that jobs help people to earn money to pay for things. |

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| | <p>Jesus welcomes the children (Matthew 19:13-15)</p> | <p>differences between people. (S 1,2)</p> <p>3.I can start to regulate my emotions and understand there are consequences to my actions. (S 1)</p> <p>4.I can describe the human life cycle. (S1)</p> | <p>Well Being - Healthy Foods</p> <p>Relationships – Anti-Bullying</p> | <p>e with others.</p> <p>2. I can explore the role of the internet in everyday life.</p> <p>3. I can understand that not all information seen online is true.</p> <p>1. I can talk about foods that support good health and the risks of eating too much sugar.</p> <p>1] I can recognise what bullying is and I can understand the school ethos about how we treat each other.</p> | | <p>love and trust. (S1)</p> <p>3.I can identify the difference between safe and unsafe behaviour. (S 1,2,3)</p> | <p>Well Being - Active Lifestyles</p> <p>(3 sessions)</p> | <p>2. I can appreciate that people make different choices about how to save and spend money.</p> <p>1. I can talk about how physical activity helps us to stay healthy; and ways to be physically active everyday.</p> | <p>The Good Samaritan</p> | <p>member of. (S1)</p> | <p>Well Being - Dental Hygiene</p> <p>(3 sessions)</p> | <p>2. I can explore different jobs that people I know or people who work in the community do.</p> <p>1. I can understand dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</p> |
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| | | | (6 sessions) | 2] I can understand how I can safely support myself or other children if bullying is happening. | | | | | | | | |
| Year 2 | <p>Module One: Created and Loved by God (5 sessions)</p> <p>Jesus welcomes the children (Matthew 19:13-15)</p> | <p>1. I can explore that I am created by God out of love and for love. (S1 revision)</p> <p>2. I can celebrate similarities and differences between people. (S 3)</p> <p>3. I can start to regulate my emotions and understand there are consequences to my actions. (S 2, 3)</p> <p>4. I can describe the</p> | <p>Wider World - Internet Safety</p> <p>Well Being – Sleep</p> <p>Relationships –</p> | <p>1. I can explore the role of the internet in everyday life.</p> <p>2. I can understand that not all information seen online is true.</p> <p>1. I can discuss why sleep is important and different ways to rest and relax.</p> <p>1] I can recognise what</p> | <p>Module Two: Created to Love Others (6 sessions)</p> <p>The Prodigal Son</p> | <p>1. I can explore that God will not stop loving. (S1)</p> <p>2. I can identify the people in my life I can love and trust. (S 2,3)</p> <p>3. I can identify the difference between safe and unsafe behaviour. (S 3 revision and 4,5)</p> <p><u>(Session 3 is 'pants' session so it's important to</u></p> | <p>Wider World – Money Awareness</p> <p>Well Being – Hygiene</p> | <p>1. I can understand the difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>2. I can understand that money needs to be looked after; different ways of doing this.</p> <p>1. I can carry out simple</p> | <p>Module Three: Created to Live in Community (2 Sessions)</p> <p>The Good Samaritan</p> | <p>1. I can explore the concept of the trinity. (S2)</p> <p>2. I can identify the different communities I am a member of. (S1 revision)</p> | <p>Wider World – Careers</p> | <p>1. I can explore some of the strengths and interests someone might need to do different jobs.</p> <p>2. (Continued) I can explore some of the strengths and interests someone might need to do different jobs.</p> |

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| | | human life cycle. (S 1 revision) | Anti Bullying | bullying is and I can understand the school ethos about how we treat each other. 2] I can understand how I can safely support myself or other children if bullying is happening. | | <u>be repeated.)</u> | (3 sessions) | hygiene routines that can stop germs from spreading. | | | Well Being – Emergencies (3 sessions) | 1. I can explain how to get help in an emergency (how to dial 999 and what to say). |
| Year 3 | Module One: Created and Loved by God (6 sessions) Jairus' Daughter | 1. I can explore how the Sacraments of Baptism and Reconciliation develop relationships with God. (S1) 2. I can appreciate my body is a | Wider World – Internet awareness Well Being – | 1. I can investigate some of the different ways information and data is shared and used online, including for commercial purposes. 1. I can recognise | Module Two: Created to Love Others (4 sessions) The Prodigal Son | 1. I can explore the different types of sin and the importance of forgiveness. (S1) 2. I can recognise the difference between positive and negative | Wider World – Money Awareness | 1. I can discuss the different ways to pay for things and the choices people have about this. 2. I can recognise that people have different attitudes towards | Module Three: Created to Live in Community (2 Sessions) Principles of Catholic Social Teaching from 'Together For The | 1. I can explore the community aspect of the Trinity. (S1) 2. I will identify different ways God teaches us to live positively in a community. (S1) | Wider World – Careers | 1. I can understand that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job |

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| | | <p>gift from God. (S1,2)</p> <p>3.I can recognise the difference between feelings and actions. (S1,2,3)</p> | <p>Healthy Lifestyle</p> | <p>what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>2. I can recognise how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and</p> | | <p>relationship. (S1)</p> <p>3. I can recognise strategies to stay safe when online. (S1,2)</p> | <p>Well Being – hygiene</p> | <p>saving and spending money; what influences people's decisions; what makes something 'good value for money.'</p> <p>1. that I can understand that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> | <p>Common Good.'</p> | <p>[Common good, human person, personal relationship and stewardship.]</p> | <p>Well Being – Dental Hygiene</p> | <p>during their life.</p> <p>1. I can understand how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p> |
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| | | | Relationships – Anti-Bullying | <p>some of the risks associated with an inactive lifestyle.</p> <p>1] I can recognise what bullying is and I can understand the school ethos about how we treat each other.</p> <p>2] I can understand how I can safely support myself or other children if bullying is happening.</p> | | | (3 sessions) | | | | (2 sessions) | |
| Year 4 | Module One: Created and Loved by God (5 sessions) | 1. I can explore how the Sacraments of Baptism and Reconciliation develop | Wider World – Internet awareness | 1. I can investigate how information on the internet is ranked, selected and | Module Two: Created to Love Others (5 sessions) | 1. I can explore the different types of sin and the importance of | Wider World – Money Awareness | 1. I can understand that people's spending decisions can affect others and | Module Three: Created to Live in Community | 1. I can explore the community aspect of the Trinity. (S2) 2. I will identify | Wider World – Careers | 1. I can explore different stereotypes in the workplace and that a person's |

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| | Jairus' Daughter | relationships with God. (S1 revised) 2. I can appreciate my body is a gift from God. (S 3,4,5) 4. I can explore the concepts of conception and birth as part of the human life-cycle. (S1) | Well Being – Sleep | targeted at specific individuals and groups; that connected devices can share information. 1. I can recognise how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. | The Prodigal Son | forgiveness. (S1 revised) 2. I can recognise the difference between positive and negative relationship. (S2) 3. I can recognise strategies to keep my body safe. (S3,4,5) | Well being – Mental Health | the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). 2. I can recognise that people make spending decisions based on priorities, needs and wants. 1. I can understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. | (2 Sessions) Principles of Catholic Social Teaching from 'Together For The Common Good.' | different ways God teaches us to live positively in a community. (S 1 revised) [Common good, human person, personal relationship and stewardship.] | Well Being – Mental Health | career aspirations should not be limited by them. 1. I can explore different strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and |
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| | | | | how we treat each other. 2] I can understand how I can safely support myself or other children if bullying is happening. | | | (3 sessions) | | | | (2 sessions) | friends can support mental health and wellbeing. |
| Year 5 | Module One: Created and Loved by God (8 sessions) Calming of the Storm | 1. I can explore my trust in God through times of trial and tribulation. (S1) 2. I can understand the physical and emotional changes that happen during puberty and I can appreciate I should take care of my body. (S1,2,3) | Wider World – Internet Awareness Well Being – hygiene | 1. I can recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. 1. I can appreciate how hygiene routines change during the time of | Module Two: Created to Love Others (6 sessions) Zacchaeus the Tax Collector | 1. I can explore how God calls everybody in different ways. (S1) 2. I can explore the concept of consent and I can discuss how different emotions influence the way we act. (S1,2) 3. I can make sensible decisions about what content | Wider World – Money Awareness Well Being – emotional | 1. I can identify different ways to keep track of money. 2. I can talk about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. 1. I can discuss strategies to | Module Three: Created to Live in Community (2 Sessions) Principles of Catholic Social Teaching from 'Together For The Common Good.' | 1. I can describe how the Trinity demonstrates the perfect, loving community. (S1) 2. I can think out ways to reach out to other members of my communities and spread God's universal love. (S1) | Wider World – Careers | 1. I can investigate what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which |


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| | | <p>3.I can understand the importance of a positive body image. (S1,2,3)</p> <p>4.I can understand the processes of fertility and foetal development in the womb. (S1)</p> | <p>Relationships – Anti Bullying</p> | <p>puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>1] I can recognise what bullying is and I can understand the school ethos about how we treat each other.</p> <p>2] I can understand how I can safely support myself or other children if bullying is happening.</p> | | <p>should be/should not be shared online and I can explore the four types of abuse: physical, sexual, emotional and neglect. (S1,2,3)</p> | | <p>respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> | | | <p>stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>2. I can appreciate some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>1. I can recognise warning</p> |
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| | | | (5 sessions) | | | | (3 sessions) | | | | (3 sessions) | signs about mental health and wellbeing and how to seek support for myself and others. |
| Year 6 | Module One: Created and Loved by God (6 sessions depending on decisions) Calming of the Storm | 1. I can explore my trust in God through times of trial and tribulation. (S1 revised) 2.I can understand the physical and emotional changes that happen during puberty and I can appreciate I should take care of my body. (S4) | Wider World – Internet Awareness Well Being – Hygiene | 1. I can explore how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. 1. I can appreciate how hygiene routines | Module Two: Created to Love Others (5 sessions) Zacchaeus the Tax Collector | 1. I can explore how God calls everybody in different ways. (S1 revised) 2. I can explore the concept of consent and I can discuss how different emotions influence the way we act. (S 3) 3. I can discuss how drugs, alcohol and | Wider World – Money Awareness | 1. I can explore the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. 2. I can identify the ways that money can | Module Three: Created to Live in Community (2 Sessions) Principles of Catholic Social Teaching from ‘Together For The Common Good.’ | 1. I can describe how the Trinity demonstrates the perfect, loving community. (S 2) 2. I can think out ways to reach out to other members of my communities and spread God’s universal love. (S1 revised) | Wider World – Careers | 1. I can identify the kind of job that I might like to do when I am older. 2. I can recognise a variety of routes into careers (e.g. college, apprenticeship, university). 1. I can explore what |

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| | | <p>3.I can understand the importance of a positive body image.</p> <p>4.I can understand the processes of menstruation , fertility and foetal development in the womb.</p> <p>(S1 revised, S3 and S2)</p> | <p>Relations hips – Anti Bullying</p> <p>(5 sessions)</p> | <p>change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>1] I can recognise what bullying is and I can understand the school ethos about how we treat each other.</p> <p>2] I can understand how I can safely support myself or other children if bullying is happening.</p> | | <p>tobacco can have a negative impact on the body and I can understand basic First Aid techniques. (S4,5,6)</p> | <p>Well Being – Medicine</p> <p>(3 sessions)</p> | <p>impact on people’s feelings and emotions.</p> <p>1. I can understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> | | <p>Wider World – Democracy</p> <p>Well Being – Transition to Secondary School.</p> <p>(4 sessions)</p> | <p>democracy is, and I can recognise basic institutions that support it locally and nationally.</p> <p>1. I can explore different strategies to help aid my transition from Year 6 to Year 7.</p> |
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Key:

 = Ten:Ten RSHE Objectives (Relationships)

 = Health & Well Being (Physical and Mental Health)

Wider World (Economic Well Being, Financial Capability, Careers Education, Preparation for the Workplace and Making a Positive Contribution to Society.)

Whole School Initiatives That Support The Provision of PSHE/RSHE At Sacred Heart CVA, Loughborough

Ordo Themes

The Ordo Themes are not part of the Long Term sequencing for PSHE. However, many of the themes help to embed the values needed to become good citizens and well rounded compassionate members of the communities they belong to. Evidence of covering the Ordo themes can be found in the Class Collective Worship Books.

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| Welcome | Individuality | Epiphany | Mercy | Missionary | Pentecost |
| Creation | Holiness | Discipleship | Forgiveness | Discipleship | Piety |
| Encounter | Giving | Inspire | Prayer | Faith | Knowledge |
| Belonging | Youth | Challenge | Fasting | Vocation | Understanding |
| Learning | Kingdom | Care | Almsgiving | Witness | Wisdom |
| Inclusion | Hope | Healing | Sacrifice | Example | |
| Rosary | Peace | | Journey | | |
| Diversity | Joy | | | | |

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| SH Character Muscles | The school's character muscles are not part of the Long Term sequencing for PSHE. However, they help to embed the values needed to become good citizens and well rounded resilient members of the communities they belong to. During each halfterm there are KS1 and KS2 focus character muscles. Peer mediators advocate these character muscles throughout the school and they are filtered out by the Headteacher during Praise Assemblies. | | | | | |
| | Independence | Perseverance | Enthusiasm | Cooperation | Empathy | Confidence |
| | Resilience | Self-Efficacy | Courage | Concentration | Respect | Courtesy |
| Transition Days | <p>All Transition Sessions to include the PSHE Objectives below. The level of discussion and tasks will increase as the children increase in age.</p> <p>1] I can explore strategies to manage transitions between classes and key stages.</p> <p>2] I can recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>3] I can understand that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> | | | | | |
| Anti-Bullying Week | <p>All classes will take part in two PSHE lessons during Anti-Bullying Week. The PSHE Objectives are below. The level of discussion and tasks will increase as the children increase in age.</p> <p>1] I can recognise what bullying is and I can understand the school ethos about how we treat each other.</p> <p>2] I can understand how I can safely support myself or other children if bullying is happening.</p> <p>'Beyond Bullying Questionnaire to be completed.'</p> | | | | | |

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| Parental Engagement | <p>Parents are the Primary educators and Sacred Heart fully embrace parental consultation in regards to the provision of PSHE.</p> <p>1] Welcome talks are held at the beginning of every new academic year. These are held by the Class Teachers and the topics covered include RSHE lessons taught that year, behaviour expectations/class and school rules, Internet Safety, Class Virtues and the School Pledge that is taken by staff, children and parents.</p> <p>2] Parent workshop, parental consultation and Parent Portal for the Ten:Ten RSHE Programme.</p> <p>3] Class Dojo Communication.</p> |
| SH Catholic Virtues | <p>Each year group has a designated Catholic Virtue. This virtue is to be the basis for picking the 'Mission Certificate' winner each week. Also, Chaplains have stickers with their class virtue each Tuesday. During Lunchtime on a Tuesday they look for examples of their virtue being lived out and give out stickers to the children who demonstrate that virtue. By the time a child has completed their education in Sacred Heart CVA, Loughborough they would have been exposed to the virtues of kindness, friendship, forgiveness, confidence, patience, compassion and love of learning.</p> |