



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
EYES			<p>Module One: Created and Loved by God</p> <p><u>The Creation Story</u></p> <p>(4 sessions)</p>	<p>1. Can I explore that I am created by God out of love and for love. (S1)</p> <p>2.Can I start to understand what it means to be unique and special. (S1,2,3)</p>	<p>Module One: Created and Loved by God</p> <p>(4 sessions)</p>	<p>3.Can I start to describe different feelings and Can I say 'Sorry.'(S1,2,3)</p> <p>4.Can I start to recognise how we grow up. (S1)</p>	<p>Module Two: Created to Love Others</p> <p>(4 sessions)</p> <p><u>Jesus washes the Disciples' Feet</u></p>	<p>1.Can I explore how God cares for us and how we can follow his example. (S1)</p> <p>2.Can I name special people in my life and Can I start to understand how to be a good friend. (S1,2,3)</p>	<p>Module Two: Created to Love Others</p> <p>(4 sessions)</p>	<p>3.Can I start to identify different ways to stay safe inside and out. (S1,2,3,4)</p>	<p>Module Three: Created to Live in Community</p> <p><u>Jesus Feeds the 5000</u></p> <p>(3 Sessions)</p>	<p>1.Can I explore the concept of the trinity. (S1,2)</p> <p>2. Can I explore being part of a community. (S1)</p>
	Protected Characteristics – Race	 <p>Discussion question – I</p>					Protected Characteristics - marriage and civil partnership pregnancy and maternity	 <p>Discussion – I can love my family and by.....</p>			Protected Characteristics – non specific. Focus on the importance of rules	 <p>Debate question – Are rules</p>

		think a friend should be.....									and legislation.	always good?
Year 1	<p>Module One: Created and Loved by God (5 sessions)</p> <p><u>Jesus welcomes the children (Matthew 19:13-15)</u></p> <p><i>At the start of the Advent Term contact parents to inform them of topic coverage – names of private</i></p>	<p>1. Can I explore that I am created by God out of love and for love? (S 1)</p> <p>2.Can I celebrate similarities and differences between people? (S 1,2)</p> <p>Session 2 – Include scientific names for private body parts.</p> <p>3.Can I start to regulate my emotions and understand there are consequences to my actions? (S 1)</p>	<p>Living in a Wider World – Belonging to a community.</p> <p>PoS Refs: L1, L2, L3 (3 Sessions)</p>	<p>L1 - about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2 - how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3 - about things they can do to help look after their environment</p>	<p>Module Two: Created to Love Others (5 sessions)</p> <p><u>The Prodigal Son</u></p>	<p>1. Can I explore that God will not stop loving? (S1)</p> <p>2.Can I identify the people in my life? Can I love and trust? (S1)</p> <p>3.Can I identify the difference between safe and unsafe behaviour? (S 1,2,3)</p>	<p>Living in the Wider World – Money and Work.</p> <p>PoS Refs: L14, L16, L17 (3 sessions)</p>	<p>L14. that everyone has different strengths</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>H1 - about what keeping healthy means;</p>	<p>Module Three: Created to Live in Community (2 Sessions)</p> <p><u>The Good Samaritan</u></p>	<p>1.Can I explore the concept of the trinity? (S1)</p> <p>2.Can I identify the different communities I am a member of? (S1)</p>	<p>Health and Wellbeing – Growing and changing</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24 (3 sessions)</p>	<p>H11 - about different feelings that humans can experience</p> <p>H12 - how to recognise and name different feelings</p> <p>H13 - how feelings can affect people’s bodies and how they behave</p> <p>H14 - how to recognise what others might be feeling</p> <p>H15 -to recognise</p>

	<i>body parts.</i>	4.Can I describe the human life? cycle. (S1)	<p>Living in the Wider World - Media literacy and Digital resilience .</p> <p>PoS Refs: L7, L8</p> <p>(2 sessions)</p>	<p>L7 - about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8 - about the role of the internet in everyday life</p>			<p>Mental wellbeing</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p> <p>(4 sessions)</p>	<p>different ways to keep healthy</p> <p>H2 - about foods that support good health and the risks of eating too much sugar</p> <p>H3 - about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H5 - simple hygiene routines that can stop germs from spreading</p> <p>H8 - how to keep safe in the sun and protect skin from sun damage</p> <p>H9 - about different ways to learn and play;</p>			<p>Health and Wellbeing – Keeping safe.</p> <p>PoS Refs: H28, H34</p> <p>(2 sessions)</p>	<p>that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H28 - about rules and age restrictions that keep us safe</p> <p>H34 - basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted</p>
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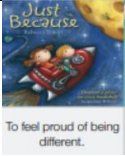
				<p>Protected Character istics – Age</p>  <p>To recognise that people are different ages.</p> <p>Debate question – Should we look after people of different ages in different ways and why?</p>				<p>recognising the importance of knowing when to take a break from time online or TV</p> <p>H10 - about the people who help us to stay physically healthy</p>  <p>To understand that we share the world with lots of people.</p> <p>Debate question – why did God make us all different?</p>				<p>adult if they come across something that scares them</p> <p>Protected Character istics – Disability</p>  <p>To understand our bodies work in different ways.</p> <p>Debate question – How can we make school more inclusive?</p>
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Year 2	<p>Module One: Created and Loved by God (6 sessions)</p> <p><u>Jesus welcomes the children (Matthew 19:13-15)</u></p> <p><i>At the start of the Advent Term contact parents to inform them of topic coverage – names of private body parts.</i></p>	<p>1. Can I explore that I am created by God out of love and for love. (S1 revision)</p> <p>2. Can I celebrate similarities and differences between people. (S 2 revised,3)</p> <p>Session 2 – Include scientific names for private body parts.</p> <p>3. Can I start to regulate my emotions and understand there are consequences to my actions. (S 2, 3)</p> <p>4. Can I describe the human life cycle. (S 1 revision)</p>	<p>Living in a Wider World – Belonging to a community.</p> <p>PoS Refs: L2, L4, L5, L6</p> <p>(3 sessions)</p>	<p>L2 - how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L4 -about the different groups they belong to</p> <p>L5 - about the different roles and responsibilities people have in their community</p> <p>L6 - to recognise the ways they are the same as, and different to, other people</p> <p>L8 - about the role of the internet in everyday life</p>	<p>Module Two: Created to Love Others (6 sessions)</p> <p><u>The Prodigal Son</u></p>	<p>1. Can I explore that God will not stop loving. (S1)</p> <p>2. Can I identify the people in my life Can I love and trust. (S 2,3)</p> <p>3. Can I 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 be repeated.)</u></p>	<p>Living in the Wider World – Money and Work.</p> <p>PoS Refs: L10, L11, L12, L13, L15</p> <p>(3 sessions)</p>	<p>L10 - what money is; forms that money comes in; that money comes from different sources</p> <p>L11 - that people make different choices about how to save and spend money</p> <p>L12 - about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13 - that money needs to be looked after; different</p>	<p>Module Three: Created to Live in Community (2 Sessions)</p> <p><u>The Good Samaritan</u></p>	<p>1. Can I explore the concept of the trinity. (S2)</p> <p>2. Can I identify the different communities I am a member of. (S1 revision)</p>	<p>Health and Wellbeing – Growing and changing</p> <p>PoS Refs: H20, H27</p> <p>(1 session)</p> <p>Health and Wellbeing – Keeping safe.</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36</p>	<p>H20 - about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H27- about preparing to move to a new class/year group</p> <p>H29 - to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30 - about how to keep</p>
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			<p>Digital resilience</p> <p>PoS Refs: L8, L9</p> <p>(2 sessions)</p>	<p>L9 - that not all information seen online is true</p>				<p>ways of doing this</p> <p>L15 - that jobs help people to earn money to pay for things</p>			<p>(3 sessions)</p>	<p>safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31 - that household products (including medicines) can be harmful if not used correctly</p> <p>H32 - ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how</p>
								<p>Health and Wellbeing - Physical health and Mental wellbeing</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p> <p>(4 sessions)</p>	<p>H4 - about why sleep is important and different ways to rest and relax</p> <p>H6 - that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7 - about dental care and visiting the dentist; how to</p>			

								<p>brush teeth correctly; food and drink that support dental health</p> <p>H16 - about ways of sharing feelings; a range of words to describe feelings</p> <p>H17 - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18 - different things they can do to manage big feelings, to help calm themselves</p>				<p>to cross the road safely</p> <p>H33 - about the people whose job it is to help keep us safe</p> <p>H35 - about what to do if there is an accident and someone is hurt</p> <p>H36 - how to get help in an emergency (how to dial 999 and what to say)</p>
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								<p>down and/or change their mood when they don't feel good</p> <p>H19 - to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20 - about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>				
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			Protected Characteristics - Marriage and Civil Partnership	 <p>To understand what diversity is.</p> <p>Debate – What is the best way a family member can show love to their relations?</p>			Protected Characteristics - Race	 <p>To understand what makes someone feel proud.</p> <p>Debate – How can we celebrate differences in our school community?</p>			Protected Characteristics - Disability	 <p>To feel proud of being different.</p> <p>Discuss – what kind acts do you do just because?</p>
Year 3	<p>Module One: Created and Loved by God (6 sessions)</p> <p><u>Jairus' Daughter</u></p>	<p>1. Can I explore how the Sacraments of Baptism and Reconciliation develop relationships with God. (S1)</p> <p>2. Can I appreciate my body is a</p>	<p>Living in a Wider World – Belonging to a community.</p> <p>PoS Refs: L1, L2, L3</p> <p>(3 sessions)</p>	<p>L1 - to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that</p>	<p>Module Two: Created to Love Others (4 sessions)</p> <p><u>The Prodigal Son</u></p>	<p>1. Can I explore the different types of sin and the importance of forgiveness. (S1)</p> <p>2. Can I recognise the difference between positive and</p>	<p>Living in the Wider World – Money and Work.</p> <p>PoS Refs: L25, L26, L27, L30</p> <p>(2 sessions)</p>	<p>L25 - to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26 - that there is a broad range</p>	<p>Module Three: Created to Live in Community (2 Sessions)</p> <p>Principles of Catholic Social Teaching from 'Together For The</p>	<p>1. Can I explore the community aspect of the Trinity. (S1)</p> <p>2. I will identify different ways God teaches us to live positively in a community. (S1)</p>	<p>Health and Wellbeing – Growing and changing</p> <p>PoS Refs: H27, H28, H29</p> <p>(2 sessions)</p>	<p>H27 - to recognise their individuality and personal qualities</p> <p>H28 - to identify personal strengths, skills, achievements and interests</p>

		<p>gift from God. (S1,2)</p> <p>3.Can I recognise the difference between feelings and actions. (S1,2,3)</p>	<p>Living in the Wider World - Media literacy and Digital resilience</p> <p>PoS Refs: L11, L2</p> <p>(2 sessions)</p>	<p>are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L11 - recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12 - how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>		<p>negative relationship. (S1)</p> <p>3. Can I recognise strategies to stay safe when online. (S1,2)</p>		<p>of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27 - about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L30 - about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>H1 - how to make</p>	<p>Common Good.'</p> <p>[Common good, human person, personal relationship and stewardship.]</p>	<p>Health and Wellbeing – Keeping safe.</p> <p>PoS Refs: H38, H39, H41</p> <p>(2 sessions)</p>	<p>and how these contribute to a sense of self-worth</p> <p>H29 - about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H38 - how to predict, assess and manage risk in different situations</p> <p>H39 - about hazards (including fire risks) that may cause harm, injury or risk in the</p>
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							<p>Health and Wellbeing - Physical health and Mental wellbeing</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p> <p>(3 sessions)</p>	<p>informed decisions about health</p> <p>H 2 - about the elements of a balanced, healthy lifestyle</p> <p>H3 - about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4 - how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6 - about what constitutes a healthy diet; how to plan healthy meals; benefits to</p>				<p>home and what they can do to reduce risks and keep safe</p> <p>H41 - strategies for keeping safe in the local environment or unfamiliar places (rail,water, road) and firework safety; safe use of digital devices when out and about</p>
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								health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.				
								H7 -how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle				
								H17 - about things that				

								<p>help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18 - different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19 - to recognise when they need help with feelings; that it is important to ask for help with feelings; and</p>				
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				 <p>Protected Characteristics – race religion or belief marriage and civil partnership</p> <p>Discussion – How can we embrace the customs of different world religions?</p>				<p>how to ask for it</p>  <p>Protected Characteristics – non specific. Focus is on the limitations of stereotypes.</p> <p>Debate – Boys are better footballers than girls - discuss.</p> <p>What other stereotypes can we think of?</p>				<p>Protected Characteristics – Race</p>  <p>Discussion – we should celebrate differences because....</p>
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Year 4	<p>Module One: Created and Loved by God (5 sessions)</p> <p><u>Jairus' Daughter</u></p>	<p>1. Can I explore how the Sacraments of Baptism and Reconciliation develop relationships with God. (S1 revised)</p>	<p>Living in a Wider World – Belonging to a community.</p> <p>PoS Refs: L4, L6, L7</p>	<p>L4 - the importance of having compassion towards others; shared responsibilities we all have for caring for other people</p>	<p>Module Two: Created to Love Others (5 sessions)</p> <p><u>The Prodigal Son</u></p>	<p>1. Can I explore the different types of sin and the importance of forgiveness. (S1 revised)</p> <p>2. Can I recognise</p>	<p>Living in the Wider World – Money and Work.</p> <p>PoS Refs: L17, L19, L20, L21</p> <p>(2 sessions)</p>	<p>L17 - about the different ways to pay for things and the choices people have about this</p> <p>L19 - that people's spending</p>	<p>Module Three: Created to Live in Community (2 Sessions)</p>	<p>1. Can I explore the community aspect of the Trinity. (S2)</p> <p>2. I will identify different ways God teaches us to live</p>	<p>Health and Wellbeing – Growing and changing</p> <p>PoS Refs: H32, H34</p>	<p>H32 - about how hygiene routines change during the time of puberty, the importance of keeping</p>

	<p><i>At the start of the Advent Term contact parents to inform them of topic coverage – changes to male and female bodies during puberty. The term periods is introduced as one of these changes. Life in the womb from conception to birth.</i></p>	<p>2.Can I appreciate my body is a gift from God. (S 3,4)</p> <p>Session 4 – Changes in male and female bodies. Introduces the term periods as an example of how female bodies develop. The menstrual cycle is not taught in detail. Needs an extended lesson to cover the content properly.</p> <p>4. Can I explore the concepts of conception and birth as part of the human life-cycle. (S1)</p> <p>Session 1 - Development of life in the</p>	<p>(3 sessions)</p> <p>Living in the Wider World - Media literacy and Digital resilience</p>	<p>and living things; how to show care and concern for others</p> <p>L6 - about the different groups that make up their community; what living in a community means</p> <p>L7 - to value the different contributions that people and groups make to the community</p> <p>L13 - about some of the different ways information and data is shared and used online, including for</p>		<p>the difference between positive and negative relationship. (S2)</p> <p>3. Can I recognise strategies to keep my body safe. (S3,4,5)</p>	<p>Health and Wellbeing - Physical health and Mental wellbeing</p>	<p>decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20 - to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21 - different ways to keep track of money</p> <p>H2 - about the elements of a balanced, healthy lifestyle</p> <p>H5 - about what good</p>	<p>Principles of Catholic Social Teaching from ‘Together For The Common Good.’</p>	<p>positively in a community. (S 1 revised)</p> <p>[Common good, human person, personal relationship and stewardship.]</p>	<p>(2 sessions)</p> <p>Health and Wellbeing – Keeping safe.</p> <p>PoS Refs: H10, H38, H40, H46</p> <p>(2 sessions)</p>	<p>clean and how to maintain personal hygiene</p> <p>H34 - about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H10 - about the people who help us to stay physically healthy</p> <p>H38 - how to predict, assess and manage risk in different situations</p>
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		womb from conception to birth. Vocab - sperm, egg, womb, fallopian tube, embryo, foetus, implantation, umbilical chord.	PoS Refs: L13, L14 (2 sessions)	commercial purposes L14 - about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information			PoS Refs: H2, H5, H11 (2 sessions)	physical health means; how to recognise early signs of physical illness H11 - how to maintain good oral hygiene				H40 - about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully H46 - about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit
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				<p>Protected Characteristics – Disability (focus on autism)</p>  <p>Debate – We should all behave in the same way – discuss.</p>				<p>Protected Characteristics – gender reassignment sexual orientation</p>  <p>Debate – Sacred Heart doesn't need to be tolerant – discuss.</p>			<p>Protected Characteristics – marriage and civil partnership sexual orientation</p> 	<p>which can be difficult to break</p>
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Year 5	<p>Module One: Created and Loved by God (8 sessions)</p>	<p>1. Can I explore my trust in God through times of trial and tribulation. (S1)</p>	<p>Living in a Wider World – Belonging to a community.</p>	<p>L4 - the importance of having compassion towards others; shared responsibilities</p>	<p>Module Two: Created to Love Others (6 sessions)</p>	<p>1. Can I explore how God calls everybody in different ways. (S1) 2. Can I explore the</p>	<p>Living in the Wider World – Money and Work. PoS Refs: L27, L28, L29, L31, L32</p>	<p>L27 - about stereotypes in the workplace and that a person's career aspirations</p>	<p>Module Three: Created to Live in Community</p>	<p>1. Can I describe how the Trinity demonstrates the perfect, loving</p>	<p>Health and Wellbeing – Growing and changing</p>	<p>H16 - about strategies and behaviours that support</p>

	<p><u>Calming of the Storm</u></p> <p><i>At the start of the Advent Term contact parents to inform them of topic coverage – physical changes during puberty.</i></p>	<p>2.Can I understand the physical and emotional changes that happen during puberty and Can I appreciate I should take care of my body. (S1,2,3)</p> <p>Sessions 2 and 3 – development of female and male bodies in detail. Erections and ejaculations are included for male bodies and menstruation is introduced for female bodies.</p> <p>3.Can I understand the importance of a positive body image. (S1,2,3)</p>	<p>PoS Ref: L4, L5, L19</p> <p>(2 sessions)</p>	<p>es we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5 - ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices</p> <p>L19 - that people’s spending decisions can affect others and the environment (e.g. Fair</p>	<p><u>Zacchaeus the Tax Collector</u></p> <p>Module One: Created and Loved by God</p>	<p>concept of consent and Can I discuss how different emotions influence the way we act. (S1,2)</p> <p>3. Can I make sensible decisions about what content should be/should not be shared online and Can I explore the four types of abuse: physical, sexual, emotional and neglect. (S1,2,3)</p> <p>4.Can I understand the processes of menstruation</p>	<p>(2 sessions)</p>	<p>should not be limited by them</p> <p>L28 - about 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 stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29 - that some jobs are paid more than others and money is</p>	<p>(2 Sessions)</p> <p>Principles of Catholic Social Teaching from ‘Together For The Common Good.’</p>	<p>community. (S1)</p> <p>2. Can I think out ways to reach out to other members of my communities and spread God’s universal love. (S1)</p>	<p>PoS Refs: H16, H25, H27</p> <p>(2 sessions)</p> <p><i>At the start of the Pentecost Term contact parents to inform them of topic coverage – gender identity</i></p> <p>Health and Wellbeing – Keeping safe.</p> <p>PoS Refs: H38, H43, H44</p>	<p>mental health</p> <p>H25 -about personal identity; what contribute s to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27 - to recognise their individuality and personal qualities</p> <p>H38 - how to predict, assess and manage risk in different situations</p>
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			<p>trade, buying single-use plastics, or giving to charity</p> <p>Living in the Wider World - Media literacy and Digital resilience</p> <p>PoS Refs: L12, L14</p> <p>(2 sessions)</p>	<p>L12 - how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L14 - about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected</p>	<p>(1 session – timed to compliment Science life cycles)</p> <p><i>At the start of the Lent term contact parents to inform them of topic coverage – conception, vaginal birth and menstruation.</i></p>	<p>n, fertility and foetal development in the womb.</p> <p>(S1 and S3)</p> <p>S1 – Description of conception and brief explanation of vaginal birth.</p> <p>S3 – menstrual cycle in detail.</p> <p>S2 is taught in Year 6 only.</p>	<p>Health and Wellbeing - Physical health and Mental wellbeing</p>	<p>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>L31 - to identify the kind of job that they might like to do when they are older</p> <p>L32 - to recognise a variety of routes into careers (e.g. college, apprenticeship, university</p> <p>H8 - about how sleep contributes to a healthy lifestyle; routines that</p>	<p>(2 sessions)</p>	<p>43 - about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44 -how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>
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				<p>devices can share information</p>			<p>PoS Refs: H8, H9, H10, H12 (3 sessions)</p>	<p>support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9 - that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10 - how medicines, when used responsibly, contribute</p>				
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Year 6	<p>Module One: Created and Loved by God</p> <p>(6 sessions depending on decisions)</p> <p><u>Calming of the Storm</u></p> <p><i>At the start of the Advent Term</i></p>	<p>1. Can I explore my trust in God through times of trial and tribulation. (S1 revised)</p> <p>2. Can I understand the physical and emotional changes that happen during puberty and Can I appreciate I should take</p>	<p>Living in a Wider World – Belonging to a community.</p> <p>PoS Ref: L8, L9, L10</p> <p>(2 sessions)</p>	<p>L8 - about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9 - about stereotypes; how they can negatively influence behaviours and</p>	<p>Module Two: Created to Love Others</p> <p>(5 sessions)</p> <p><u>Zacchaeus the Tax Collector</u></p>	<p>1. Can I explore how God calls everybody in different ways. (S1 revised)</p> <p>2. Can I explore the concept of consent and Can I discuss how different emotions influence the way we act. (S 3)</p> <p>3. Can I discuss how drugs,</p>	<p>Living in the Wider World – Money and Work.</p> <p>PoS Refs: L18, L22, L23, L24</p> <p>(2 sessions)</p>	<p>L18 - to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>L22 -about risks associated</p>	<p>Module Three: Created to Live in Community</p> <p>(2 Sessions)</p> <p>Principles of Catholic Social Teaching from ‘Together For The Common Good.’</p>	<p>1. Can I describe how the Trinity demonstrates the perfect, loving community. (S 2)</p> <p>2. Can I think out ways to reach out to other members of my communities and spread God’s universal</p>	<p>Health and Wellbeing – Growing and changing</p> <p>PoS Refs: H24, H26, H35, H36</p> <p>(2 sessions)</p> <p><i>At the start of the Pentecost Term contact parents to inform them of</i></p>	<p>H24 - problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H26 - that for some people gender identity does not</p>

<p><i>contact parents to inform them of topic coverage – physical changes during puberty, pornography and sexual intercourse.</i></p>	<p>care of my body. (S4)</p> <p>3.Can I understand the importance of a positive body image. (S4)</p> <p>S4 – Staying safe online and pornography</p> <p>4.Can I understand the processes of menstruation , fertility and foetal development in the womb. (S1 revised, and S2)</p> <p>S2 – Sexual intercourse.</p>	<p>Living in the Wider World - Media literacy and Digital resilience</p> <p>PoS Refs: H37, L11,</p>	<p>attitudes towards others; strategies for challenging stereotypes</p> <p>L10 - about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>H37 - reasons for following and complying with regulations and restrictions</p>		<p>alcohol and tobacco can have a negative impact on the body and Can I understand basic First Aid techniques. (S4,5,6)</p>		<p>with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23 -about 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</p> <p>L24. to identify the ways that money can impact on people’s feelings and emotions</p> <p>Health and Wellbeing - Physical</p>		<p>love. (S1 revised)</p>	<p><i>topic coverage – gender identity</i></p> <p>Health and Wellbeing – Keeping safe.</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<p>correspond with their biological sex</p> <p>H35 - about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36 - strategies to manage transitions between classes and key stages</p> <p>H37 - reasons for following and complying with regulations and restrictions</p>
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			<p>L13, L15, L16</p> <p>(2 sessions)</p>	<p>(including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>L11 - recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L13 - about some of the different ways</p>			<p>health and Mental wellbeing</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p> <p>(3 sessions)</p>	<p>H13 - about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14 - how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H15 - that mental health, just like physical health, is part of daily life; the</p>			<p>(2 sessions)</p>	<p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read</p>
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			<p>information and data is shared and used online, including for commercial purposes</p> <p>L15 - recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16 - about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the</p>				<p>importance of taking care of mental health</p> <p>H20 - strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21 - to recognise warning signs about mental health and wellbeing and how to seek support for</p>				<p>online and how to report concerns, inappropriate content and contact</p> <p>H46 - about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can</p>
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				reliability of sources and identify misinformation				<p>themselves and others</p> <p>H22 - to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23 - about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and</p>				<p>be difficult to break</p> <p>H46 - about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surroundin</p>
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Key:

 = Ten:Ten RSHE Objectives (Relationships)

 = Living in the Wider World

 = Health and Wellbeing

 = Protected Characteristics

Text that is highlighted in yellow = Refers to curriculum coverage decided by all stake holders, including Parental Consultation.

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.					
	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					

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 disseminated by the Headteacher during Praise Assemblies.					
	Independence Resilliance	Perseverance Self-Efficacy	Enthusiasm Courage	Cooperation Concentration	Empathy Respect	Confidence Courisity
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> <ol style="list-style-type: none"> 1] Can I explore strategies to manage transitions between classes and key stages. 2] Can I recognise reasons for rules and laws; consequences of not adhering to rules and laws. 3] Can I 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. 					
Parental Engagement	<p>Parents are the Primary educators and Sacred Heart fully embrace parental consultation in regards to the provision of PSHE.</p> <ol style="list-style-type: none"> 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. 2] Parent workshop, parental consultation and Parent Portal for the Ten:Ten RSHE Programme. 3] Class Dojo Communication. 					

<p>SH Catholic Virtues</p>	<p>Each year group has a designated Catholic Virtue. This virtues 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 demonstarte 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>
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PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media