

Sacred Heart CVA PSHE/RSHE Long Term Plan



S Boyd

| | Advent 1 | End Points | Advent 2 | End Points | Lent 1 | End Points | Lent 2 | End Points | Pentecost 1 | End Points | Pentecost 2 | End Points |
|------|--|---|--|---|--|---|---|--|---|--|---|--|
| EYFS | | | Module One: Created and Loved by God The Creation Story (4 sessions) | 1. Can I explore that I am created by God out of love and for love. (S1) 2.Can I start to understand what it means to be unique and special. (S1,2,3) | Module One: Created and Loved by God (4 sessions) | 3.Can I start to describe different feelings and Can I say 'Sorry.' (S1,2,3) 4.Can I start to recognise how we grow up. (S1) | Module Two: Created to Love Others (4 sessions) Jesus washes the Disciples' Feet | 1.Can I explore how God cares for us and how we can follow his example. (S1) 2.Can I name special people in my life and Can I start to understand how to be a good friend. (S1,2,3) | Module Two: Created to Love Others (4 sessions) | 3.Can I start to identify different ways to stay safe inside and out. (S1,2,3,4) | Module Three: Created to Live in Communit y Jesus Feeds the 5000 (3 Sessions) | 1.Can I explore the concept of the trinity. (S1,2) 2. Can I explore being part of a communit y. (S1) |
| | Protected Characteri stics – Race | ONE WORLD TOGETHER College of Lemes of | | | | | Protected Characteristi cs - marriage and civil partnership pregnancy and maternity | Discussion – I can love my family by | | | Protected Characteris tics – non specific. Focus on the importanc e of rules | ButWhy Can'tl? About roles Debate question — Are rules |



| | | think a friend should be | | | | | | | | | and legislation. | always good? |
|---|--|--|---|---|---|--|---|---|--|---|---|--|
| Cear 1 Or Cro an by (5 see the che (M 19) At state the Aa Te co. pa inf the top co - r | reated and Loved by God essions) esus elcomes elcomes ale anildren Matthew 2:13-15) t the art of arents to form arents to form aren of apic average | 1. Can I explore that I am created by God out of love and for love? (S 1) 2. Can I celebrate similarities and differences between people? (S 1,2) Session 2 – Include scientific names for private body parts. 3. Can I start to regulate my emotions and understand there are consequence s to my actions? (S 1) | Living in a Wider World – Belonging to a communi ty. PoS Refs: L1, L2, L3 (3 Sessions) | L1 - about what rules are, why they are needed, and why different rules are needed for different situations L2 - how people and other living things have different needs; about the responsibiliti es of caring for them L3 - about things they can do to help look after their environment | Module Two: Created to Love Others (5 sessions) The Prodigal Son | 1. Can I explore that God will not stop loving? (S1) 2. Can I identify the people in my life? Can I love and trust? (S1) 3. Can I identify the difference between safe and unsafe behaviour? (S 1,2,3) | Living in the Wider World – Money and Work. PoS Refs: L14, L16, L17 (3 sessions) Health and Wellbeing - Physical health and | L14. that everyone has different strengths L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs H1 - about what keeping healthy means; | Module Three: Created to Live in Communit y (2 Sessions) The Good Samaritan | 1.Can I explore the concept of the trinity? (S1) 2.Can I identify the different communities I am a member of? (S1) | Health and Wellbeing - Growing and changing PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24 (3 sessions) | H11 - about different feelings that humans can experience H12 - how to recognise and name different feelings H13 - how feelings can affect people's bodies and how they behave H14 - how to recognise what others might be feeling H15 -to recognise |



| body | 4.Can I | Living in | L7 - about | | Mental | different | | | that not |
|--------------|--------------|------------|----------------|--|--------------|---------------|--|---------------------------|--------------|
| parts. | describe the | the Wider | how the | | wellbeing | ways to | | | everyone |
| <i>p</i> = = | human life? | World - | internet and | | _ | keep healthy | | | feels the |
| | cycle. (S1) | Media | digital | | PoS Refs: | | | | same at |
| | , , , | literacy | devices can | | H1, H2, H3, | H2 - about | | | the same |
| | | and | be used | | H5, H8, H9, | foods that | | | time, or |
| | | Digital | safely to find | | H10 | support | | | feels the |
| | | resilience | things out | | | good health | | | same |
| | | | and to | | (4 sessions) | and the risks | | | about the |
| | | | communicat | | | of eating too | | | same |
| | | PoS Refs: | e with | | | much sugar | | | things |
| | | L7, L8 | others | | | | | | 80 |
| | | | 0 0.1010 | | | H3 - about | | | |
| | | | L8 - about | | | how physical | | Health and | |
| | | (2 | the role of | | | activity | | Wellbeing | H28 - |
| | | sessions) | the internet | | | helps us to | | Keeping | about |
| | | 303310113) | in everyday | | | stay healthy; | | safe. | rules and |
| | | | life | | | and ways to | | sarc. | age |
| | | | | | | be physically | | | restrictions |
| | | | | | | active | | PoS Refs: | that keep |
| | | | | | | everyday | | H28, H34 | us safe |
| | | | | | | H5 - simple | | | H34 - basic |
| | | | | | | hygiene | | (2 | rules to |
| | | | | | | routines that | | sessions) | keep safe |
| | | | | | | can stop | | | online, |
| | | | | | | germs from | | | including |
| | | | | | | spreading | | | what is |
| | | | | | | | | | meant by |
| | | | | | | H8 - how to | | | personal |
| | | | | | | keep safe in | | | |
| | | | | | | the sun and | | | informatio |
| | | | | | | protect skin | | | n and what |
| | | | | | | from sun | | | should be |
| | | | | | | damage | | | kept |
| | | | | | | IIO about | | | private; |
| | | | | | | H9 - about | | | the |
| | | | | | | different | | | importanc |
| | | | | | | ways to | | | e of telling |
| | | | | | | learn and | | | a trusted |
| | | | | | | play; | | | |



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| | | | | | | recognising the importance of knowing when to take a break from time online or TV H10 - about the people who help us to stay physically healthy | | | adult if they come across something that scares them |
| | Protected Character istics – Age | To recognise that people are different ages. Debate question — Should we look after people of different ages in different ways and why? | | | Protected Characteristi cs - Race | To understand that we share the world with lots of people. Debate question — why did God make us all different? | | Protected Characteris tics - Disability | To understand our bodies work in different ways. Debate question — How can we make school more inclusive? |



| Υ_ | Module | 1. Can I | Living in a | L2 - how | Module Two: | 1. Can I | Living in the | L10 - what | Module | 1.Can I | Health and | H20 - |
|------|-------------------------------|------------------------------------|-------------|-----------------------------|---------------|-----------------------------|---------------|----------------------|------------------|---------------|---------------------------|----------------------|
| Year | One: | explore that I | Wider | people and | Created to | explore that | Wider World | money is; | Three: | explore the | Wellbeing | about |
| | Created | am created | World – | other living | Love Others | God will not | - Money | forms that | Created to | concept of | - Growing | change |
| 2 | and Loved | by God out of | Belonging | things have | (6 sessions) | stop loving. | and Work. | money | Live in | the trinity. | and | and loss |
| | by God | love and for | to a | different | (0 363310113) | (S1) | PoS Refs: | comes in; | Communit | (S2) | changing | (including |
| | (6 | love. (S1 | communi | needs; | | 2.Can I | L10, L11, | that money | У | 2.Can I | onangg | death); to |
| | sessions) | revision) | ty. | about the | | identify the | L12, L13, L15 | comes from | (2 | identify the | | identify |
| | 303310113) | 2.Can I | PoS Refs: | responsibiliti | | people in my | L12, L13, L13 | different | Sessions) | different | PoS Refs: | feelings |
| | | celebrate | L2, L4, L5, | es of caring | The Prodigal | life Can I | | sources | 3033101137 | communities | H20, H27 | associated |
| | | similarities | L6 | for them | Son | love and | (0) | L11 - that | | I am a | | with this; |
| | <u>Jesus</u> | and | | L4 -about | 3011 | trust. (S 2,3) | (3 sessions) | people make | The Count | member of. | | to |
| | <u>welcomes</u> | differences | | the different | | | | different | The Good | (S1 revision) | (1 session) | recognise what helps |
| | <u>the</u> <u>children</u> | between | (3 | groups they | | 3.Can I | | choices | <u>Samaritan</u> | | (= 5555.51.) | people to |
| | (Matthew | people. (S 2 | sessions) | belong to | | identify the | | about how | | | | feel better |
| | 19:13-15) | revised,3) | 363310113) | | | difference | | to save and | | | | reer better |
| | 15.15 15) | c : 2 | | L5 - about | | between | | spend | | | | H27- about |
| | | Session 2 – | | the different | | safe and | | money | | | | preparing |
| | 0.1.1 | <mark>Include</mark> scientific | | roles and | | unsafe | | L12 - about | | | | to move to |
| | At the | names for | | responsibiliti es people | | behaviour. (S 3 revision | | the | | | | a new |
| | start of the | private body | | have in their | | and 4,5) | | difference | | | | class/year |
| | Advent | parts. | | community | | and 4,5) | | between | | | | group |
| | Term | parts. | | community | | (Session 3 is | | needs and | | | | |
| | contact | 3.Can I start | | L6 - to | | <u>'pants'</u> | | wants; that | | | Health and | |
| | parents to | to regulate | | recognise | | session so | | sometimes | | | Wellbeing | H29 - to |
| | inform | my emotions | | the ways | | <u>it's</u> | | people may | | | Keeping | recognise |
| | them of | and | | they are the | | <u>important to</u> | | not always | | | safe. | risk in |
| | topic | understand | | same as, and | | <u>be</u> | | be able to | | | Sale. | simple |
| | coverage | there are | | different to, | | <u>repeated.)</u> | | have the | | | | everyday |
| | – names | consequence | | other people | | | | things they | | | PoS Refs: | situations |
| | of private | s to my | | | | | | want | | | H29, H30, | and what |
| | body | actions. (S 2, | | | | | | 142 11 1 | | | H31, H32, | action to |
| | parts. | 3) | Living in | L8 - about | | | | L13 - that | | | H33, H35, | take to |
| | | 4.Can I | the Wider | the role of | | | | money needs to be | | | H36 | minimise |
| | | describe the | World - | the internet | | | | looked after; | | | | harm |
| | | human life | Media | in everyday | | | | different | | | | H30 - |
| | | cycle. (S 1 | literacy | life | | | | unierent | | | | about how |
| | | revision) | and | | | | | | | | | to keep |
| | | | | | | | | | | | | |



| Digital L9 | 9 - that not | | | ways of | (3 | safe at |
|---------------|--------------|--|--------------|---------------|-----------|--------------|
| resilience al | ıll | | | doing this | sessions) | home |
| in | nformation | | | | | (including |
| PoS Refs: | een online | | | L15 - that | | around |
| L8, L9 is | s true | | | jobs help | | electrical |
| | | | | people to | | appliances |
| | | | | earn money | |) and fire |
| (2 | | | | to pay for | | safety (e.g. |
| sessions) | | | | things | | not playing |
| , | | | | | | with |
| | | | | | | matches |
| | | | | | | and |
| | | | Health and | | | lighters) |
| | | | Wellbeing - | H4 - about | | |
| | | | Physical | why sleep is | | H31 - that |
| | | | health and | important | | household |
| | | | Mental | and | | products |
| | | | wellbeing | different | | (including |
| | | | | ways to rest | | medicines) |
| | | | PoS Refs: | and relax | | can be |
| | | | H4, H6, H7, | | | harmful if |
| | | | H16, H17, | H6 - that | | not used |
| | | | H18, H19, | medicines | | correctly |
| | | | H20 | (including | | |
| | | | | vaccinations | | H32 - ways |
| | | | | and | | to keep |
| | | | (4 sessions) | immunisatio | | safe in |
| | | | (1303310113) | ns and those | | familiar |
| | | | | that support | | and |
| | | | | allergic | | unfamiliar |
| | | | | reactions) | | environme |
| | | | | can help | | nts (e.g. |
| | | | | people to | | beach, |
| | | | | stay healthy | | shopping |
| | | | | 117 - alaassa | | centre, |
| | | | | H7 - about | | park, |
| | | | | dental care | | swimming |
| | | | | and visiting | | pool, on |
| | | | | the dentist; | | the street) |
| | | | | how to | | and how |

| | | | brush teeth | to cross |
|--|---|--|---------------|---------------|
| | | | correctly; | the road |
| | | | food and | safely |
| | | | drink that | |
| | | | support | H33 - |
| | | | dental | about the |
| | | | health | people |
| | | | | whose job |
| | | | H16 - about | it is to help |
| | | | ways of | keep us |
| | | | sharing | safe |
| | | | feelings; a | |
| | | | range of | H35 - |
| | | | words to | about |
| | | | describe | what to do |
| | | | feelings | if there is |
| | | | | an |
| | | | H17 - about | accident |
| | | | things that | and |
| | | | help people | someone |
| | | | feel good | is hurt |
| | | | (e.g. playing | |
| | | | outside, | H36 - how |
| | | | doing things | to get help |
| | | | they enjoy, | in an |
| | | | spending | emergency |
| | | | time with | (how to |
| | | | family, | dial 999 |
| | | | getting | and what |
| | | | enough | to say) |
| | | | sleep) | |
| | | | | |
| | | | H18 - | |
| | | | different | |
| | | | things they | |
| | | | can do to | |
| | | | manage big | |
| | | | feelings, to | |
| | | | help calm | |
| | | | themselves | |
| | 1 | | | i l |

| | | A | cademy | | | |
|--|--|---|--------|-------------------|--|--|
| | | | | down | | |
| | | | | and/or | | |
| | | | | change their | | |
| | | | | mood when | | |
| | | | | the seed of self- | | |
| | | | | they don't | | |
| | | | | feel good | | |
| | | | | H19 - to | | |
| | | | | | | |
| | | | | recognise | | |
| | | | | when they | | |
| | | | | need help | | |
| | | | | with | | |
| | | | | feelings; | | |
| | | | | that it is | | |
| | | | | important to | | |
| | | | | ask for help | | |
| | | | | with | | |
| | | | | feelings; and | | |
| | | | | how to ask | | |
| | | | | how to ask | | |
| | | | | for it | | |
| | | | | H20 - about | | |
| | | | | | | |
| | | | | change and | | |
| | | | | loss | | |
| | | | | (including | | |
| | | | | death); to | | |
| | | | | identify | | |
| | | | | feelings | | |
| | | | | associated | | |
| | | | | with this; to | | |
| | | | | recognise | | |
| | | | | what helps | | |
| | | | | people to | | |
| | | | | feel better | | |
| | | | | reer petter | | |
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| | | | Protected Character istics - Marriage and Civil Partnersh ip | To understand what diversity is. Debate — What is the best way a family member can show love to their relations? | | | Protected Characteristi cs - Race | To understand what makes someone feel proud. Debate — How can we celebrate differences in our school community? | | | Protected Characteris tics - Disability | To feel proud of being different. Discuss — what kind acts do you do just because? |
|--------|---|---|--|---|---|--|---|---|--|---|---|--|
| Year 3 | Module One: Created and Loved by God (6 sessions) Jairus' Daughter | 1. Can I explore how the Sacraments of Baptism and Reconciliatio n develop relationships with God. (S1) 2. Can I appreciate my body is a | Living in a Wider World – Belonging to a communi ty. PoS Refs: L1, L2, L3 (3 sessions) | L1 - to recognise reasons for rules and laws; consequenc es of not adhering to rules and laws L2. to recognise there are human rights, that | Module Two: Created to Love Others (4 sessions) The Prodigal Son | 1. Can I explore the different types of sin and the importance of forgiveness. (S1) 2. Can I recognise the difference between positive and | Living in the Wider World – Money and Work. PoS Refs: L25, L26, L27, L30 (2 sessions) | L25 - to recognise positive things about themselves and their achievement s; set goals to help achieve personal outcomes L26 - that there is a broad range | Module Three: Created to Live in Communit y (2 Sessions) Principles of Catholic Social Teaching from 'Together For The | 1. Can I explore the community aspect of the Trinity. (S1) 2. I will identify different ways God teaches us to live positively in a community. (S1) | Health and Wellbeing - Growing and changing PoS Refs: H27, H28, H29 (2 sessions) | H27 - to recognise their individualit y and personal qualities H28 - to identify personal strengths, skills, achieveme nts and interests |



| gift from | | are there to | negative | of different | Common | [Common | | and how |
|---------------|------------|----------------|---------------|---------------|--------|--------------|---------------------------|---------------|
| God. (S1,2) | | protect | relationship. | jobs/careers | Good.' | good, | | these |
| | | everyone | (S1) | that people | | human | | contribute |
| 3.Can I | | - | | can have; | | person, | | to a sense |
| recognise the | | L3. about | 3. Can I | that people | | personal | | of self- |
| difference | | the | recognise | often have | | relationship | | worth |
| between | | relationship | strategies to | more than | | and | | |
| feelings and | | between | stay safe | one | | stewardship. | | H29 - |
| actions. | | rights and | when online. | career/type | |] | | about how |
| (\$1,2,3) | | responsibiliti | (S1,2) | of job during | | | | to manage |
| | | es | | their life | | | | setbacks/p |
| | | | | | | | | erceived |
| | | | | L27 - about | | | | failures, |
| | | | | stereotypes | | | | including |
| | | | | in the | | | | how to re- |
| | Living in | L11 - | | workplace | | | | frame |
| | the Wider | recognise | | and that a | | | | unhelpful |
| | World - | ways in | | person's | | | | thinking |
| | Media | which the | | career | | | | |
| | literacy | internet and | | aspirations | | | | |
| | and | social media | | should not | | | Health and | |
| | Digital | can be used | | be limited by | | | Wellbeing | |
| | resilience | bothpositive | | them | | | Keeping | H38 - how |
| | resilience | ly and | | L30 - about | | | | to predict, |
| | PoS Refs: | negatively | | some of the | | | safe. | assess and |
| | L11, L2 | L12 - how to | | skills that | | | | manage |
| | | assess the | | will help | | | PoS Refs: | risk in |
| | | reliability of | | them in their | | | H38, H39, | different |
| | (2 | sources of | | future | | | H41 | situations |
| | sessions) | information | | careers e.g. | | | 11-7-1 | H39 - |
| | 5035101137 | online; and | | careers e.g. | | | (2 | about |
| | | how to | | teamwork, | | | sessions) | hazards |
| | | make safe, | | communicati | | | | (including |
| | | reliable | | on and | | | | fire risks) |
| | | choices from | | negotiation | | | | that may |
| | | search | | | | | | cause |
| | | results | | | | | | harm, |
| | | resuits | | H1 - how to | | | | injury or |
| | | | | make | | | | risk in the |
| | | | | HIAKE | | | | risk iii tiie |

| Wellbeing - Physical health and Mental wellbeing PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19 H3 - about choices that soloc support a health y lifestyle, and recognise what might influence these H4 - how to recognise what habits can have | s and o safe tegies oing in the I ronme |
|--|---|
| Physical health and Mental wellbeing Pos Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19 (3 sessions) H3 - about choices that support a healthy lifestyle, and recognise what might influence these H4 - how to recognise that habits can have | do to lice lice lice lice lice lice lice lice |
| health and Mental wellbeing the elements of a balanced, healthy lifestyle for choices that support a healthy lifestyle, and recognise what might influence these that how to recognise that habits can have | ace and o safe - tegies oing in the I ronme |
| Mental wellbeing wellbeing wellbeing elements of elements of a balanced, h1, H2, H3, h4, H6, H7, H17, H18, H19 what highly lifestyle what might influence these what might croopsise what habits can have | s and o safe tegies oing in the I ronme |
| wellbeing wellbeing PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19 (3 sessions) (3 sessions) (3 sessions) (3 healthy lifestyle H3 - about choices that support a healthy lifestyle, and recognise what might influence these H4 - how to recognise that habits can have | e safe tegies bing in the I ronme |
| wellbeing the elements of a balanced, h1, H2, H3, healthy lifestyle H17, H18, H19 H3 - about choices that support a healthy lifestyle, and recognise what might influence these that habits can have | e safe tegies bing in the I ronme |
| PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19 (3 sessions) H3 - about choices that support a healthy lifestyle, and recognise what might influence these H4 - how to recognise that habits can have | tegies ping in the I ronme |
| H1, H2, H3, H4, H6, H7, H17, H18, H19 (3 sessions) (3 sessions) (3 sessions) (4 - how to recognise that habits can have | tegies ping in the I ronme |
| H4, H6, H7, H18, H19 H3 - about choices that support a healthy lifestyle, and recognise what might influence these H4 - how to recognise that habits can have | oing in the I ronme r |
| H17, H18, H19 H3 - about choices that support a support a support a healthy lifestyle, and recognise what might influence these H4 - how to recognise that habits can have | in the I ronme r |
| H17, H18, H19 H3 - about choices that support a support a support a healthy lifestyle, and recognise what might influence these H4 - how to recognise that habits can have | in the I ronme r |
| H19 H3 - about choices that support a healthy lifestyle, and recognise what might influence these H4 - how to recognise that habits can have | in the I ronme r |
| (3 sessions) (3 sessions) (3 sessions) (3 sessions) (3 sessions) (4 support a healthy lifestyle, and recognise what might influence these (5 these lifestyle, and recognise that habits can have lifestyle, and lifestyle, and lifestyle, and lifestyle, and recognise that habits lifestyle, and lifestyle, | l ronme r |
| (3 sessions) support a healthy lifestyle, and recognise what might influence these H4 - how to recognise that habits can have | ronme r |
| healthy lifestyle, and recognise what might influence these H4 - how to recognise that habits can have | r |
| lifestyle, and recognise what might influence these H4 - how to recognise that habits can have | |
| recognise what might influence these H4 - how to recognise that habits can have | miliar |
| what might influence these H4 - how to recognise that habits can have | |
| influence these H4 - how to recognise that habits can have | |
| these H4 - how to recognise that habits can have | ,water, |
| H4 - how to recognise that habits can have | l) and |
| saf dig that habits can have | |
| recognise that habits can have | |
| that habits can have | use of |
| can have dev | |
| | |
| | n out |
| positive and and | about |
| negative | ļ |
| effects on a | ļ |
| | ļ |
| healthy | ļ |
| lifestyle lifestyle | ļ |
| H6 - about | ļ |
| what | ļ |
| | ļ |
| constitutes a | ļ |
| healthy diet; | l. |
| how to plan | ĺ |
| healthy | ĺ |
| meals; | |
| benefits to | |

| | | A | cadenty | | | |
|--|--|---|---------|---------------|--|--|
| | | | | 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/weekl | | |
| | | | | y) exercise | | |
| | | | | benefits | | |
| | | | | mental and | | |
| | | | | physical | | |
| | | | | health (e.g. | | |
| | | | | walking or | | |
| | | | | cycling to | | |
| | | | | school, daily | | |
| | | | | active mile); | | |
| | | | | recognise | | |
| | | | | opportunitie | | |
| | | | | s to be | | |
| | | | | physically | | |
| | | | | active and | | |
| | | | | some of the | | |
| | | | | risks | | |
| | | | | associated | | |
| | | | | with an | | |
| | | | | inactive | | |
| | | | | lifestyle | | |
| | | | | | | |
| | | | | H17 - about | | |
| | | | | things that | | |

| help people feel good (e.g., playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18 - different things they cand do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19 - to recognise when they need help | | | | A | cademy | | | |
|--|--|--|--|---|--------|--------------|--|--|
| feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) 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 H19 - to recognise when they need help | | | | | | help people | | |
| (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) 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 H19 - to recognise when they need help | | | | | | | | |
| outside, doing things they enjoy, spending time with family, getting enough sleep) 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 H19 - to recognise when they need help | | | | | | | | |
| doing things they enjoy, spending time with family, getting enough sleep) 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 H19 - to recognise when they need help | | | | | | outside | | |
| they enjoy, spending time with family, getting enough sleep) 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 H19 - to recognise when they need help | | | | | | | | |
| spending time with family, getting enough sleep) 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 H19 - to recognise when they need help | | | | | | doing timigs | | |
| spending time with family, getting enough sleep) 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 H19 - to recognise when they need help | | | | | | they enjoy, | | |
| time with family, getting enough sleep) 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 H19 - to recognise when they need help | | | | | | spending | | |
| family, getting enough sleep) 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 H19 - to recognise when they need help | | | | | | time with | | |
| getting enough sleep) 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 H19 - to recognise when they need help | | | | | | | | |
| enough sleep) 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 H19 - to recognise when they need help | | | | | | | | |
| sleep) 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 H19 - to recognise when they need help | | | | | | | | |
| 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 H19 - to recognise when they need help | | | | | | | | |
| 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 H19 - to recognise when they need help | | | | | | | | |
| things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19 - to recognise when they need help | | | | | | H18 - | | |
| can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19 - to recognise when they need help | | | | | | different | | |
| can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19 - to recognise when they need help | | | | | | things they | | |
| manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19 - to recognise when they need help | | | | | | can do to | | |
| feelings, to help calm themselves down and/or change their mood when they don't feel good H19 - to recognise when they need help | | | | | | | | |
| help calm themselves down and/or change their mood when they don't feel good H19 - to recognise when they need help | | | | | | feelings, to | | |
| themselves down and/or change their mood when they don't feel good H19 - to recognise when they need help | | | | | | | | |
| down and/or change their mood when they don't feel good H19 - to recognise when they need help | | | | | | | | |
| and/or change their mood when they don't feel good H19 - to recognise when they need help | | | | | | | | |
| change their mood when they don't feel good H19 - to recognise when they need help | | | | | | | | |
| mood when they don't feel good H19 - to recognise when they need help | | | | | | | | |
| they don't feel good H19 - to recognise when they need help | | | | | | | | |
| feel good H19 - to recognise when they need help | | | | | | | | |
| H19 - to recognise when they need help | | | | | | | | |
| recognise when they need help | | | | | | | | |
| when they need help | | | | | | H19 - to | | |
| when they need help | | | | | | recognise | | |
| need help | | | | | | when they | | |
| | | | | | | | | |
| | | | | | | with | | |
| feelings; | | | | | | | | |
| that it is | | | | | | | | |
| important to | | | | | | | | |
| ask for help | | | | | | | | |
| with | | | | | | with | | |
| feelings; and | | | | | | | | |



| | reademy | |
|---|--|---|
| Protected Character istics – | how to ask for it Protected | Protected Characteris tics – Race |
| race How can we embrace the religion or belief marriage and civil partnersh Discussion – How can we embrace the customs of different world religions? | Characteristi cs – non specific. Focus is on the limitations of stereotypes. Debate – Boys are better footballers than girls - discuss. | Discussion — we should celebrate differences |
| ip | What other stereotypes can we think of? | because |
| | | |
| | | |

| | | | 1 | | | | | | | | | 1 |
|--------|---|---|--|---|---|--|---|--|---|---|---|--|
| | | | | | | | | | | | | |
| Year 4 | Module One: Created and Loved by God (5 sessions) Jairus' Daughter | 1. Can I explore how the Sacraments of Baptism and Reconciliatio n develop relationships with God. (S1 revised) | Living in a Wider World – Belonging to a communi ty. PoS Refs: L4, L6, L7 | L4 - the importance of having compassion towards others; shared responsibiliti es we all have for caring for other people | Module Two: Created to Love Others (5 sessions) The Prodigal Son | 1. Can I explore the different types of sin and the importance of forgiveness. (S1 revised) 2. Can I recognise | Living in the Wider World – Money and Work. PoS Refs: L17, L19, L20, L21 (2 sessions) | L17 - about the different ways to pay for things and the choices people have about this L19 - that people's spending | Module Three: Created to Live in Communit Y (2 Sessions) | 1. Can I explore the community aspect of the Trinity. (S2) 2. I will identify different ways God teaches us to live | Health and Wellbeing - Growing and changing PoS Refs: H32, H34 | H32 - about how hygiene routines change during the time of puberty, the importanc e of keeping |



| 1 | | 2.Can I | (3 | and living | the | | decisions | Principles | positively in | (2 | clean and |
|---|-------------|-----------------------|------------|---------------|---------------|-------------|---------------|-------------|---------------|---------------------------|-------------|
| | At the | appreciate | sessions) | things; how | difference | | can affect | of Catholic | a | sessions) | how to |
| | start of | my body is a | | to show care | between | | others and | Social | community. | | maintain |
| | the | gift from | | and concern | positive and | | the | Teaching | (S 1 revised) | | personal |
| | Advent | God. (S 3,4) | | for others | negative | | environment | from | | | hygiene |
| | Term | | | | relationship. | | (e.g. Fair | 'Together | [Common | | |
| | contact | Session 4 – | | L6 - about | (S2) | | trade, | For The | good, | | |
| | parents to | Changes in | | the different | | | buying | Common | human | | H34 - |
| | inform | <mark>male and</mark> | | groups that | 3. Can I | | single-use | Good.' | person, | | about |
| | them of | <mark>female</mark> | | make up | recognise | | plastics, or | | personal | | where to |
| | topic | <mark>bodies.</mark> | | their | strategies to | | giving to | | relationship | | get more |
| | coverage | Introduces . | | community; | keep my | | charity) | | and | | informatio |
| | – changes | the term | | what living | body safe. | | | | stewardship. | | n, help and |
| | to male | periods as an | | in a | (S3,4,5) | | L20 - to | | 1 | | advice |
| | and | example of | | community | | | recognise | | | | about |
| | female | how female | | means | | | that people | | | | growing |
| | bodies | bodies | | L7 - to value | | | make | | | | and |
| | during | develop. The | | the different | | | spending | | | | changing, |
| | puberty. | menstrual . | | contribution | | | decisions | | | | especially |
| | The term | cycle is not | | s that | | | based on | | | | about |
| | periods is | taught in | | people and | | | priorities, | | | | puberty |
| | introduce | detail. Needs | | groups make | | | needs and | | | | pascity |
| | d as one | an extended lesson to | | to the | | | wants | | | | |
| | of these | cover the | | community | | | L21 - | | | | 1140 |
| | changes. | content | | , | | | different | | | | H10 - |
| | Life in the | | | | | | ways to | | | | about the |
| | womb | properly. | | | | | keep track of | | | Health and | people |
| | from | 4. Can I | | | | | money | | | Wellbeing | who help |
| | conceptio | explore the | Living in | L13 - about | | | , | | | Keeping | us to stay |
| | n to birth. | concepts of | the Wider | some of the | | | | | | safe. | physically |
| | | conception | World - | different | | | H2 - about | | | Juic. | healthy |
| | | and birth as | Media | ways | | | the | | | | H38 - how |
| | | part of the | literacy | information | | Health and | elements of | | | PoS Refs: | to predict, |
| | | human life- | and | and data is | | Wellbeing - | a balanced, | | | H10, H38, | assess and |
| | | cycle. (S1) | Digital | shared and | | Physical | healthy | | | H40, H46 | manage |
| | | | resilience | used online, | | health and | lifestyle | | | | risk in |
| | | Session 1 - | | including for | | Mental | mestyle | | | (2 | different |
| | | Development | | | | wellbeing | H5 - about | | | sessions) | situations |
| | | of life in the | | | | | what good | | | | |



| | 1 | 1 | | | 1 | | 1 | 1 |
|-----------------------|------------|--------------|--|--------------|----------------|--|---|-------------|
| womb from | PoS Refs: | commercial | | PoS Refs: | physical | | | H40 - |
| conception conception | L13, L14 | purposes | | H2, H5, H11 | health | | | about the |
| to birth. | | | | (0) | means; how | | | importanc |
| <mark>Vocab -</mark> | | L14 - about | | (2 sessions) | to recognise | | | e of taking |
| sperm, egg, | (2 | how | | | early signs of | | | medicines |
| womb, | sessions) | information | | | physical | | | correctly |
| fallopian fallopian | 363310113) | on the | | | illness | | | and using |
| tube, | | internet is | | | | | | household |
| embryo, | | ranked, | | | H11 - how to | | | products |
| foetus, | | selected and | | | maintain | | | safely, |
| implantation, | | targeted at | | | good oral | | | (e.g. |
| umbilical | | specific | | | hygiene | | | following |
| chord. | | individuals | | | | | | instruction |
| | | and groups; | | | | | | s carefully |
| | | that | | | | | | |
| | | connected | | | | | | H46 - |
| | | devices can | | | | | | about the |
| | | share | | | | | | risks and |
| | | information | | | | | | 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 |



| | Academy | | | | | |
|---|---------|--|--|--|---|---------------------------------|
| Protected Character istics — Disability (focus on autism) Debate — We should all | Academy | Protected Characteristi cs – gender reassignmen t | Debate – Sacred Heart doesn't need to be tolerant – discuss. | | Protected Characteris tics – marriage and civil partnershi | which can be difficult to break |
| behave in the same way — discuss. | | orientation | | | p sexual orientation | |

| Year 5 | Module One: Created and Loved by God (8 sessions) | 1. Can I explore my trust in God through times of trial and tribulation. (S1) | Living in a Wider World – Belonging to a communi ty. | L4 - the importance of having compassion towards others; shared responsibiliti | Module Two: Created to Love Others (6 sessions) | 1. Can I explore how God calls everybody in different ways. (S1) 2. Can I explore the | Living in the Wider World – Money and Work. PoS Refs: L27, L28, L29, L31, L32 | L27 - about stereotypes in the workplace and that a person's career aspirations | Module Three: Created to Live in Communit Y | 1. Can I describe how the Trinity demonstrate s the perfect, loving | Health and Wellbeing – Growing and changing | H16 - about strategies and behaviours that support |
|--------|---|---|--|--|--|---|--|--|--|---|---|--|



| | | 2.Can I | | es we all | Zacchaeus the | concept of | | should not | (2 | community. | PoS Refs: | mental |
|----|-----------|----------------------------|-----------|----------------|---------------|---------------|--------------|---------------|-------------|--------------|---------------------------|--------------|
| | | understand | | have for | Tax Collector | consent and | | be limited by | Sessions) | (S1) | H16, H25, | health |
| | alming | the physical | PoS Ref: | caring for | | Can I discuss | (2 sessions) | them | | | H27 | |
| | f the | and | L4, L5, | other people | | how | | | Principles | 2. Can I | | H25 -about |
| St | torm_ | emotional | L19 | and living | | different | | L28 - about | of Catholic | think out | (2 | personal |
| | | changes that | (2 | things; how | | emotions | | what might | Social | ways to | sessions) | identity; |
| | | happen | sessions) | to show care | | influence | | influence | Teaching | reach out to | | what |
| | | during | sessions) | and concern | | the way we | | people's | from | other | | contribute |
| | | puberty and | | for others | | act. (S1,2) | | decisions | 'Together | members of | At the | s to who |
| | | Can I | | | | | | about a job | For The | my | start of the | we are |
| | | appreciate I | | L5 - ways of | | 3. Can I | | or career | Common | communities | Pentecost | (e.g. |
| | t the | should take | | carrying out | | make | | (e.g. | Good.' | and spread | Term | ethnicity, |
| | tart of | care of my | | shared | | sensible | | personal | | God's | contact | family, |
| | he | body. (S1,2,3) | | responsibiliti | | decisions | | interests | | universal | parents to | gender, |
| | dvent | | | es for | | about what | | and values, | | love. (S1) | inform | faith, |
| | erm | <mark>Sessions 2</mark> | | protecting | | content | | family | | | them of | culture, |
| | ontact | and 3 – | | the | | should | | connections | | | topic | hobbies, |
| | arents to | <mark>development</mark> | | environment | | be/should | | to certain | | | coverage – | likes/dislik |
| 1 | nform | <mark>of female</mark> | | in school | | not be | | trades or | | | gendar | es) |
| | hem of | <mark>and male</mark> | | and at | | shared | | businesses, | | | identity | 1127 +- |
| | opic | <mark>bodies in</mark> | | home; how | | online and | | strengths | | | 10.011010 | H27 - to |
| | overage | <mark>detail.</mark> | | everyday | | Can I | | and | | | | recognise |
| | physical | Erections and | | choices can | | explore the | | qualities, | | | | their |
| | hanges | <mark>ejaculations</mark> | | affect the | | four types of | | ways in | | | | individualit |
| | uring | <mark>are included</mark> | | environment | | abuse: | | which | | | | y and |
| ρι | uberty. | <mark>for male</mark> | | (e.g. | | physical, | | stereotypical | | | | personal |
| | | bodies and | | reducing, | | sexual, | | assumptions | | | | qualities |
| | | menstruation | | reusing, | | emotional | | can deter | | | | |
| | | <mark>is introduced</mark> | | recycling; | | and neglect. | | people from | | | Health and | |
| | | <mark>for female</mark> | | food choices | | (\$1,2,3) | | aspiring to | | | Wellbeing | |
| | | bodies. | | 140 | | | | certain jobs) | | | Keeping | |
| | | 2.6 | | L19 - that | | | | 120 11 1 | | | safe. | H38 - how |
| | | 3.Can I | | people's | | | | L29 - that | | | | to predict, |
| | | understand | | spending | | | | some jobs | | | | assess and |
| | | the . | | decisions | | 4.Can I | | are paid | | | PoS Refs: | manage |
| | | importance | | can affect | Module One: | understand | | more than | | | H38, H43, | risk in |
| | | of a positive | | others and | Created and | the | | others and | | | H44 | different |
| | | body image. | | the | Loved by God | processes of | | money is | | | | situations |
| | | (S1,2,3) | | environment | | menstruatio | | | | | | |
| | | | | (e.g. Fair | | | | | | | | |



| | | trade, | | n, fertility | | one factor | | (2 | 43 - about |
|--|------------|----------------|-----------------|---|-------------|-----------------------|--|-----------|-------------|
| | | buying | | and foetal | | which may | | sessions) | what is |
| | | single-use | (1 session – | developmen | | , | | , | meant by |
| | | plastics, or | timed to | t in the | | influence a | | | first aid; |
| | | giving to | compliment | womb. | | person's job | | | basic |
| | | charity | Science life | | | or career | | | techniques |
| | | / | cycles) | (S1 and S3) | | choice; that | | | for dealing |
| | Living in | | | C4 | | people may | | | with |
| | the Wider | 142 | | S1 – | | choose to do | | | common |
| | World - | L12 - how to | | Description | | voluntary | | | injuries |
| | Media | assess the | | of | | work which | | | |
| | literacy | reliability of | At the start of | conception | | is unpaid | | | H44 -how |
| | and | sources of | the Lent term | and brief | | 124 +- | | | to respond |
| | Digital | information | contact | explanation explanation | | L31 - to identify the | | | and react |
| | resilience | online; and | parents to | <mark>of vaginal</mark> birth. | | kind of job | | | in an |
| | D-C D-f- | how to | inform them | DILUI. | | that they | | | emergency |
| | PoS Refs: | | of topic | <mark>S3 </mark> | | might like to | | | situation; |
| | L12, L14 | make safe, | coverage – | menstrual | | do when | | | how to |
| | | reliable | conception, | cycle in | | they are | | | identify |
| | | choices from | vaginal birth | detail. | | older | | | situations |
| | (2 | search | and | | | Oldel | | | that may |
| | sessions) | results | menstruation. | <mark>S2 is taught</mark> | | L32 - to | | | require the |
| | | | | <mark>in Year 6</mark> | | recognise a | | | emergency |
| | | L14 - about | | <mark>only.</mark> | | variety of | | | services; |
| | | how | | | | routes into | | | know how |
| | | information | | | | careers (e.g. | | | to contact |
| | | | | | | college, | | | them and |
| | | on the | | | | apprentices | | | what to |
| | | internet is | | | | hip, | | | say |
| | | ranked, | | | | university | | | |
| | | selected | | | | | | | |
| | | and | | | Health and | | | | |
| | | targeted at | | | Wellbeing - | H8 - bout | | | |
| | | specific | | | Physical | how sleep | | | |
| | | individuals | | | health and | contributes | | | |
| | | and groups; | | | Mental | to a healthy | | | |
| | | that | | | wellbeing | lifestyle; | | | |
| | | connected | | | | routines that | | | |
| | | connected | | | | routines triat | | | |

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| devices can share H8, H9, H12, good quality sleep; the information H12 (3 sessions) lack of sleep on the body, feelings, behaviour and ability to learn H9 - that bacteria and viruses can affect health; how everyday hygiene routines can illmit the spread of infection; the wider importance of personal hygiene and how to maintain it H10 - how medicines, when used responsibly, contribute | | | | , | | | | |
|--|--|--|-------------|---|--------------|---------------|--|--|
| information H12 sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn 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 H10 - how medicines, when used responsibly, | | | devices can | | PoS Refs: | support | | |
| (3 sessions) effects of lack of sleep on the body, feelings, behaviour and ability to learn 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 H10 - how medicines, when used responsibly, in the wider importance. | | | share | | | good quality | | |
| lack of sleep on the body, feelings, behaviour and ability to learn 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 H10 - how medicines, when used responsibly, | | | information | | H12 | sleep; the | | |
| lack of sleep on the body, feelings, behaviour and ability to learn H9 - that bacteria and viruses can affect health; how everyday hyglene routines can limit the spread of infection; the wider importance of personal hyglene and how to maintain it H10 - how medicines, when used responsibly, | | | | | (3 sessions) | effects of | | |
| feelings, behaviour and ability to learn 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 H10 - how medicines, when used responsibly, | | | | | (| lack of sleep | | |
| behaviour and ability to learn 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 H10 - how medicines, when used responsibly, | | | | | | on the body, | | |
| behaviour and ability to learn 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 H10 - how medicines, when used responsibly, | | | | | | feelings, | | |
| and ability to learn 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 H10 - how medicines, when used responsibly, | | | | | | | | |
| to learn 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 H10 - how medicines, when used responsibly, | | | | | | | | |
| 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 H10 - how medicines, when used responsibly, | | | | | | | | |
| 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 H10 - how medicines, when used responsibly, | | | | | | | | |
| 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 H10 - how medicines, when used responsibly, | | | | | | H9 - that | | |
| 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 H10 - how medicines, when used responsibly, | | | | | | bacteria and | | |
| affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10 - how medicines, when used responsibly, | | | | | | viruses can | | |
| everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10 - how medicines, when used responsibly, | | | | | | | | |
| hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10 - how medicines, when used responsibly, | | | | | | health; how | | |
| routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10 - how medicines, when used responsibly, | | | | | | everyday | | |
| limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10 - how medicines, when used responsibly, | | | | | | hygiene | | |
| spread of infection; the wider importance of personal hygiene and how to maintain it H10 - how medicines, when used responsibly, | | | | | | routines can | | |
| infection; the wider importance of personal hygiene and how to maintain it H10 - how medicines, when used responsibly, | | | | | | limit the | | |
| the wider importance of personal hygiene and how to maintain it H10 - how medicines, when used responsibly, | | | | | | spread of | | |
| importance of personal hygiene and how to maintain it H10 - how medicines, when used responsibly, | | | | | | infection; | | |
| of personal hygiene and how to maintain it H10 - how medicines, when used responsibly, | | | | | | the wider | | |
| hygiene and how to maintain it H10 - how medicines, when used responsibly, | | | | | | importance | | |
| how to maintain it H10 - how medicines, when used responsibly, | | | | | | of personal | | |
| maintain it H10 - how medicines, when used responsibly, | | | | | | hygiene and | | |
| H10 - how medicines, when used responsibly, | | | | | | how to | | |
| medicines, when used responsibly, | | | | | | maintain it | | |
| medicines, when used responsibly, | | | | | | | | |
| when used responsibly, | | | | | | H10 - how | | |
| responsibly, | | | | | | medicines, | | |
| | | | | | | when used | | |
| | | | | | | responsibly, | | |
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| Year 6 | Module One: Created and Loved by God (6 sessions dependin g on decisions) Calming of the Storm At the start of the Advent Term | 1. Can I explore my trust in God through times of trial and tribulation. (S1 revised) 2.Can I understand the physical and emotional changes that happen during puberty and Can I appreciate I should take | Living in a Wider World – Belonging to a communi ty. PoS Ref: L8, L9, L10 (2 sessions) | L8 - about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9 - about stereotypes; how they can negatively influence behaviours and | Module Two: Created to Love Others (5 sessions) Zacchaeus the Tax Collector | 1. Can I explore how God calls everybody in different ways. (S1 revised) 2. Can I explore the concept of consent and Can I discuss how different emotions influence the way we act. (S 3) 3. Can I discuss how drugs, | Living in the Wider World – Money and Work. PoS Refs: L18, L22, L23, L24 (2 sessions) | 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' L22 -about risks associated | Module Three: Created to Live in Communit y (2 Sessions) Principles of Catholic Social Teaching from 'Together For The Common Good.' | 1. Can I describe how the Trinity demonstrate s the perfect, loving community. (S 2) 2. Can I think out ways to reach out to other members of my communities and spread God's universal | Health and Wellbeing Growing Growing Growing Health and Wellbeing Growing Health and Health an | H24 - problem- solving strategies for dealing with emotions, challenges and change, including the transition to new schools H26 - that for some people gender identity does not |
|--------|---|--|---|--|--|---|---|---|---|---|--|---|



| contact | care of my | | attitudes | alcohol and | | with money | love. (S1 | topic | correspon |
|------------|--------------------------|------------|--------------|-------------|-------------|--------------|-----------|---------------------------|------------------------|
| parents to | body. (S4) | | towards | tobacco can | | (e.g. money | revised) | coverage – | d with |
| inform | | | others; | have a | | can be won, | , | gendar | their |
| _ | 3.Can I | | strategies | negative | | lost or | | identity | biological |
| them of | understand | | for | impact on | | stolen) and | | , | sex |
| topic | the | | challenging | the body | | ways of | | | |
| coverage | importance | | stereotypes | and Can I | | keeping | | | |
| – physical | of a positive | | | understand | | money safe | | | H35 - |
| changes | body image. | | L10 - about | basic First | | | | | |
| during | (S4) | | prejudice; | Aid | | L23 -about | | | about the |
| puberty, | C4 Staving | | how to | techniques. | | the risks | | | new |
| | S4 – Staying | | recognise | (S4,5,6) | | involved in | | | opportunit ies and |
| pornograp | safe online and | | behaviours/ | , , , , | | gambling; | | | |
| hy | | | actions | | | different | | | responsibil ities that |
| and | <mark>pornography</mark> | | which | | | ways money | | | increasing |
| sexual | 4.Can I | | discriminate | | | can be won | | | independe |
| intercours | understand | | against | | | or lost | | | • |
| e. | the processes | | others; ways | | | through | | | nce may |
| C. | of | | of | | | gambling- | | | bring |
| | menstruation | | responding | | | related | | | H36 - |
| | , fertility and | | to it if | | | activities | | | strategies |
| | foetal | | witnessed or | | | and their | | | to manage |
| | development | | experienced | | | impact on | | | transitions |
| | in the womb. | | | | | health, | | | between |
| | (S1 revised, | | | | | wellbeing | | | classes and |
| | and S2) | | | | | and future | | | key stages |
| | | | | | | aspirations | | | , , |
| | <mark>S2 – Sexual</mark> | Living in | H37 - | | | L24. to | | Health and | |
| | intercourse. | the Wider | reasons for | | | identify the | | Wellbeing | H37 - |
| | | World - | | | | ways that | | Keeping | reasons for |
| | | Media | following | | | money can | | safe. | following |
| | | literacy | and | | | impact on | | | and |
| | | and | complying | | | people's | | | |
| | | Digital | with | | | feelings and | | PoS Refs: | complying |
| | | resilience | regulations | | | emotions | | H37, H42, | with |
| | | | and | | | Ciliotions | | H46, H47, | regulations |
| | | PoS Refs: | | | Health and | | | H48, H49, | and |
| | | H37, L11, | restrictions | | Wellbeing - | | | H50 | restrictions |
| | | | | | Physical | | | | |



| | , L15, (including | health and | H13 - about | (2 | H42. about |
|------|-------------------|--------------|---------------|---------|------------|
| L16 | | Mental | the benefits | session | s) the |
| | restrictions); | wellbeing | of the | | importanc |
| | how they | PoS Refs: | internet; the | | e of |
| (2 | promote | H13, H14, | importance | | keeping |
| sess | personal | H15, H20, | of balancing | | personal |
| | safety and | H21, H22, | time online | | informatio |
| | wellbeing | H23, H24 | with other | | n private; |
| | with | (3 sessions) | activities; | | strategies |
| | reference to | , | strategies | | for |
| | social media, | | for | | keeping |
| | television | | managing | | safe |
| | programmes | | time online | | online, |
| | , films, | | H14 - how | | including |
| | games and | | and when to | | how to |
| | online | | seek | | manage |
| | gaming | | support, | | requests |
| | | | including | | for |
| | L11 - | | which adults | | personal |
| | recognise | | to speak to | | informatio |
| | ways in | | in and | | n |
| | which the | | outside | | or images |
| | internet and | | school, if | | of |
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| | can be used | | worried | | s and |
| | both | | about their | | others; |
| | positively | | health | | what to do |
| | and | | H15 - that | | if |
| | negatively | | mental | | frightened |
| | | | health, just | | or worried |
| | L13 - about | | like physical | | by |
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| evaluate the for habit | evaluate the | for | habit |
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| | | discuss | medicines) |
| | | feelings with | and their |
| | | a trusted | impact on |
| | | adult | health; |
| | | H23 - about | recognise |
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S Boyd

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 Lomg 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.

| <u> </u> | | | | | | |
|----------|-----------|---------------|--------------|-------------|--------------|---------------|
| | 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 | Норе | 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 | Perseverance | Enthusiasm | Cooperation | Empathy | Confidence |
|---|--------------|---------------|------------|---------------|---------|------------|
| | Resilliance | Self-Efficacy | Courage | Concentration | Respect | Courisity |
| | | | | | | |

Transition Days

All Transition Sessions to include the PSHE Objectives below. The level of discussion and tasks will increase as the children increase in age.

- 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 Parents are the Primary educators and Sacred Heart fully embrace parental consultation in regards to the provision of PSHE.

- 1] Welcome talks are held at the beginning of every new acdemic 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.

SH Catholic Virtues

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.

S Boyd

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

| | A | utumn: Relationshi | ps | Spring | g: Living in the wide | r world | Sumr | ner: Health and We | llbeing |
|--------|---|---|--|--|--|---|---|--|---|
| | 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 coop- eratively; 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 infor- mation | 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 boundar- ies; safely respond- ing to others; the impact of hurtful behaviour | Recognising re- spectful behaviour; the importance of self-respect; courte- sy and being polite | The value of rules and laws; rights, freedoms and re- sponsibilities | How the internet is used; assessing information online | Different jobs and skills; job ste- reotypes; setting personal goals | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and re- framing setbacks | Risks and hazards; safety in the local environment and unfamiliar places |
| Year 4 | Positive friendships, including online | Responding to hurtful behaviour; managing confiden- tiality; recognising risks online | Respecting differ- ences and similari- ties; discussing dif- ference sensitively | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe | Maintaining a bal- anced lifestyle; oral hygiene and dental care | Physical and emo- tional changes in puberty; external genitalia; personal hygiene routines; support with pu- berty | Medicines and household products; drugs common to everyday life |
| Year 5 | Managing friend- ships and peer influence | Physical contact and feeling safe | Responding respect- fully to a wide range of people; recognis- ing prejudice and discrimination | Protecting the envi- ronment; compas- sion towards others | How information online is targeted; different media types, their role and impact | Identifying job inter- ests and aspirations; what influences career choices; workplace stereo- types | Healthy sleep habits; sun safety; medicines, vaccina- tions, immunisations and allergies | Personal identity; recognising individ- uality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid and FGM |
| Year 6 | Attraction to others; romantic relation- ships; civil partner- ship and marriage | Recognising and managing pressure; consent in different situations | Expressing opin- ions and respecting other points of view, including discussing topical issues | Valuing diversity; challenging discrim- ination and stereo- types | 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 bereave- ment; managing time online | Human reproduc- tion and birth; increasing indepen- dence; managing transition | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |