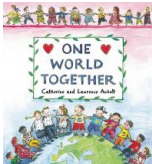
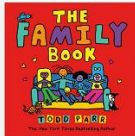
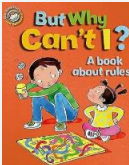




Sacred Heart CVA PSHE/RSHE Long Term Plan



	Advent 1	End Points	Advent 2	End Points	Lent 1	End Points	Lent 2	End Points	Pentecost 1	End Points	Pentecost 2	End Points
EYFS	Protected Characteristics – Race	 <p>Discussion question – I</p>	<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>Protected Characteristics - marriage and civil partnership pregnancy and maternity</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></p> <p>Discussion – I can love my family by.....</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>Protected Characteristics – non specific. Focus on the importance of rules</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> <p></p> <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 body parts.</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>4. Can I describe the human life cycle. (S1)</p>	<p>Living in a Wider World – Belonging to a community.</p> <p>PoS Refs: L1, L2, L3 (3 Sessions)</p> <p>Living in the Wider World - Media</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>L7 - about how the internet and digital</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>Health and Wellbeing - Physical health and Mental wellbeing</p> <p>PoS Refs: H1, H2, H3,</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; different ways to keep healthy</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 that not everyone feels the</p>


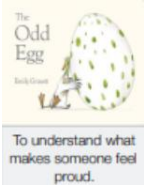
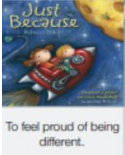
			<p>literacy and Digital resilience .</p> <p>PoS Refs: L7, L8</p> <p>(2 sessions)</p>	<p>devices can be used safely to find things out and to communicate with others</p> <p>L8 - about the role of the internet in everyday life</p>			<p>H5, H8, H9, H10</p> <p>(4 sessions)</p>	<p>H2 - about foods that support 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; recognising the importance of knowing when to take a break</p>			<p>Health and Wellbeing – Keeping safe.</p> <p>PoS Refs: H28, H34</p> <p>(2 sessions)</p>	<p>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 adult if they come across something</p>
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			Protected Character istics – Age	 <p>Debate question – Should we look after people of different ages in different ways and why?</p>			Protected Characteristi cs - Race	from time online or TV H10 - about the people who help us to stay physically healthy  <p>Debate question – why did God make us all different?</p>			Protected Characteris tics - Disability	that scares them  <p>Debate question – How can we make school more inclusive?</p>
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Year 2	Module One: Created and Loved by God (6 sessions)	1. Can I explore that I am created by God out of love and for love. (S1 revision)	Living in a Wider World – Belonging to a community.	L2 - how people and other living things have different needs; about the responsibilities of caring for them	Module Two: Created to Love Others (6 sessions)	1. Can I explore that God will not stop loving. (S1)	Living in the Wider World – Money and Work.	L10 - what money is; forms that money comes in; that money comes from different sources	Module Three: Created to Live in Community (2 Sessions)	1.Can I explore the concept of the trinity. (S2)	Health and Wellbeing – Growing and changing	H20 - about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
	<u>Jesus welcomes the children (Matthew 19:13-15)</u> <i>At the start of the Advent Term contact parents to inform them of topic coverage – names of private body parts.</i>	2.Can I celebrate similarities and differences between people. (S 2 revised,3)	PoS Refs: L2, L4, L5, L6 (3 sessions)	L4 -about the different groups they belong to L5 - about the different roles and responsibilities people have in their community	<u>The Prodigal Son</u> L6 - to recognise the ways they are the same as, and different to, other people	2.Can I identify the people in my life Can I love and trust. (S 2,3)	3.Can I identify the difference between safe and unsafe behaviour. (S 3 revision and 4,5)	PoS Refs: L10, L11, L12, L13, L15 (3 sessions)	L11 - that people make different choices about how to save and spend money L12 - about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13 - that money needs to be looked after; different ways of doing this L15 - that jobs help people to	2.Can I identify the different communities I am a member of. (S1 revision)	PoS Refs: H20, H27 (1 session)	H27- about preparing to move to a new class/year group
		3.Can I start to regulate my emotions and understand there are consequences to my actions. (S 2, 3)				<u>(Session 3 is 'pants' session so it's important to be repeated.)</u>					Health and Wellbeing – Keeping safe.	H29 - to recognise risk in simple everyday situations and what action to take to minimise harm
		4.Can I describe the human life cycle. (S 1 revision)	Living in the Wider World - Media literacy and Digital resilience	L8 - about the role of the internet in everyday life L9 - that not all information							PoS Refs: H29, H30, H31, H32, H33, H35, H36 (3 sessions)	H30 - about how to keep safe at home (including around

			<p>PoS Refs: L8, L9</p> <p>(2 sessions)</p>	seen online is true			<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>earn money to pay for things</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 brush teeth correctly; food and drink that support dental health</p>			<p>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 to cross the road safely</p> <p>H33 - about the people</p>
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								<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 down and/or change their mood when they don't feel good</p> <p>H19 - to recognise when they need help</p>				<p>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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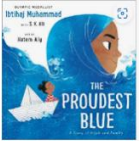

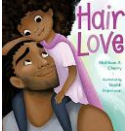
			<p>Protected Characteristics - Marriage and Civil Partnership</p>	<p>The Great Big Book of Families To understand what diversity is.</p> <p>Debate – What is the best way a family member can show love to their relations?</p>			<p>Protected Characteristics - Race</p>	<p>The Odd Egg To understand what makes someone feel proud.</p> <p>Debate – How can we celebrate differences in our school community?</p>	<p>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>		<p>Protected Characteristics - Disability</p>	<p>Just Because To feel proud of being different.</p> <p>Discuss – what kind acts do you do just because?</p>
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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 gift from God. (S1,2)</p> <p>3. Can I recognise the</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 are there to protect everyone</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 negative relationship. (S1)</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 achievement; set goals to help achieve personal outcomes</p> <p>L26 - that there is a broad range of different jobs/careers that people can have;</p>	<p>Module Three: Created to Live in Community (2 Sessions)</p> <p>Principles of Catholic Social Teaching from 'Together For The Common Good.'</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>[Common good, human</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 and how these contribute to a sense</p>

		difference between feelings and actions. (S1,2,3)		<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>3. Can I recognise strategies to stay safe when online. (S1,2)</p>		<p>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 informed decisions about health</p> <p>H 2 - about the elements of</p>		<p>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>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 home and what they can do to reduce risks and keep safe</p>
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							<p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19 (3 sessions)</p>	<p>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 health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet</p>				<p>H41 - strategies for keeping safe in the local environme nt or unfamiliar places (rail,water, road) and firework safety; safe use of digital devices when out and about</p>
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								<p>including obesity and tooth decay.</p> <p>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</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>				
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								<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 how to ask for it</p>				
			<p>Protected Characteristics –</p> <p>race</p> <p>religion or belief</p> <p>marriage and civil</p>	 <p>Discussion – How can we embrace the customs of different world religions?</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>Protected Characteristics – Race</p>	 <p>Discussion – we should celebrate</p>

			partnership					What other stereotypes can we think of?				differences because....
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Year 4	<p>Module One: Created and Loved by God (5 sessions)</p> <p><u>Jairus' Daughter</u></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.</i></p>	<p>1. Can I explore how the Sacraments of Baptism and Reconciliation develop relationships with God. (S1 revised)</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</p>	<p>Living in a Wider World – Belonging to a community.</p> <p>PoS Refs: L4, L6, L7</p> <p>(3 sessions)</p>	<p>L4 - the importance of having compassion towards others; shared responsibilities we all have for caring for other people 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>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 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>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 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</p>	<p>Module Three: Created to Live in Community (2 Sessions)</p> <p>Principles of Catholic Social Teaching from 'Together For The Common Good.'</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 positively in a community. (S 1 revised)</p> <p>[Common good, human person, personal relationship and stewardship.]</p>	<p>Health and Wellbeing – Growing and changing</p> <p>PoS Refs: H32, H34</p> <p>(2 sessions)</p>	<p>H32 - about how hygiene routines change during the time of puberty, the importance of keeping 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>

	Life in the womb from conception to birth.	<p>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 womb from conception to birth. Vocab - sperm, egg, womb, fallopian tube, embryo, foetus, implantation, umbilical chord.</p>	<p>Living in the Wider World - Media literacy and Digital resilience</p> <p>PoS Refs: L13, L14</p> <p>(2 sessions)</p>	<p>L13 - about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14 - about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>			<p>Health and Wellbeing - Physical health and Mental wellbeing</p> <p>PoS Refs: H2, H5, H11</p> <p>(2 sessions)</p>	<p>ways to keep track of money</p> <p>H2 - about the elements of a balanced, healthy lifestyle</p> <p>H5 - about what good physical health means; how to recognise early signs of physical illness</p> <p>H11 - how to maintain good oral hygiene</p>			<p>Health and Wellbeing – Keeping safe.</p> <p>PoS Refs: H10, H38, H40, H46</p> <p>(2 sessions)</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> <p>H40 - about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully</p> <p>H46 - about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/</p>
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				<div>Protected Characteristics – Disability (focus on autism)</div> <div></div> <div>Debate – We should all behave in the same way – discuss.</div>			<div>Protected Characteristics – gender reassignment sexual orientation</div>	<div></div> <div>Debate – Sacred Heart doesn't need to be tolerant – discuss.</div>			<div>Protected Characteristics – marriage and civil partnership sexual orientation</div>	<div>vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</div> <div></div>
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Year 5	<p>Module One: Created and Loved by God (8 sessions)</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>1. Can I explore my trust in God through times of trial and tribulation. (S1)</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</p>	<p>Living in a Wider World – Belonging to a community.</p> <p>PoS Ref: L4, L5, L19 (2 sessions)</p>	<p>L4 - the importance of having compassion towards others; shared responsibilities 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,</p>	<p>Module Two: Created to Love Others (6 sessions)</p> <p><u>Zacchaeus the Tax Collector</u></p>	<p>1. Can I explore how God calls everybody in different ways. (S1)</p> <p>2. Can I explore the 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,</p>	<p>Living in the Wider World – Money and Work.</p> <p>PoS Refs: L27, L28, L29, L31, L32 (2 sessions)</p>	<p>L27 - about stereotypes in the workplace and that a person's career aspirations 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</p>	<p>Module Three: Created to Live in Community (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. (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>Health and Wellbeing – Growing and changing</p> <p>PoS Refs: H16, H25, H27 (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>H16 - about strategies and behaviours that support mental health</p> <p>H25 -about personal identity; what contributes 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>menstruation is introduced for female bodies.</p> <p>3.Can I understand the importance of a positive body image. (S1,2,3)</p>	<p>recycling; food choices</p> <p>L19 - that people's spending decisions can affect others and the environment (e.g. Fair 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</p>	<p>Module One: Created and Loved by God</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>emotional and neglect. (S1,2,3)</p> <p>4.Can I understand the processes of menstruation, fertility and foetal development in the womb. (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>people from aspiring to certain jobs)</p> <p>L29 - that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>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>Health and Wellbeing – Keeping safe.</p> <p>PoS Refs: H38, H43, H44</p> <p>(2 sessions)</p>	<p>H38 - how to predict, assess and manage risk in different situations</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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				and targeted at specific individuals and groups; that connected devices can share information			Health and Wellbeing - Physical health and Mental wellbeing PoS Refs: H8, H9, H10, H12 (3 sessions)	H8 - about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn 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,				
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				<div>Protected Characteristcs – Disability</div> <div></div> <div>Debate – What is normal?</div>			<div>Protected Characteristi cs – Race</div> <div>Religion or Belief</div>	<div>when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</div> <div></div> <div>Debate – Is there such a thing as a just war?</div>			<div>Protected Characteris tics – Disability (focus on autism)</div> <div></div> <div>Debate – Do I have a responsibility of making the world better for othes?</div>
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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 contact parents to inform</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 care of my body. (S4)</p> <p>3. Can I understand</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 attitudes towards others; strategies</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, alcohol and tobacco can have a</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 with money (e.g. money can be won, lost or</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 love. (S1 revised)</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 topic coverage –</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 correspond with their</p>




	<p>them of topic coverage – physical changes during puberty, pornography and sexual intercourse.</p>	<p>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, L13, L15, L16</p> <p>(2 sessions)</p>	<p>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 (including age restrictions); how they promote personal safety and</p>		<p>negative impact on the body and Can I understand basic First Aid techniques. (S4,5,6)</p>		<p>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>H13 - about the benefits of the internet; the importance of balancing time online</p>			<p>gender identity</p> <p>Health and Wellbeing – Keeping safe.</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p> <p>(2 sessions)</p>	<p>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 H42. about the importance of keeping personal</p>
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				<p>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 information and data is shared and used online, including for commercial purposes</p> <p>L15 - recognise</p>			<p>H21, H22, H23, H24 (3 sessions)</p>	<p>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 importance of taking care of mental health</p> <p>H20 - strategies to respond to feelings, including</p>				<p>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 online and how to report concerns, inappropriate content and contact</p>
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				<p>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 reliability of sources and identify misinformation</p>				<p>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 themselves and others</p> <p>H22 - to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help</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>H46 - about the risks and effects of legal drugs common to everyday life (e.g.</p>
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								and support; and that it is important to discuss feelings with a trusted adult H23 - about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavemen t H24 - problem- solving strategies for dealing with emotions, challenges and change, including the transition to new schools				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 H47. to recognise that there are laws surroundin g the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to
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												use or not use drugs (including nicotine, alcohol and medicines) ; H49. about the mixed messages in the media about drugs, including alcohol and smoking/v aping H50. about the organisatio ns that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if
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			<p>Protected Characteristics – marriage and civil partnership</p> <p>pregnancy and maternity</p>	 <p>Debate -My family are always right – discuss.</p>			<p>Protected Characteristics – non specific. The book addresses discrimination in general.</p>	 <p>Debate – All British people were born in Britain.</p>			<p>Protected Characteristics – Age</p>	 <p>Are there many things that the old can teach the young or are they hopelessly out of touch by the time they reach a certain age?</p> <p>they have concerns</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

es Them Ordo	<p>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.</p>
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	Welcome	Individuality	Epiphany	Mercy	Missionary	Pentecost
	Creation	Holiness	Discipleship	Forgiveness	Discipleship	Piety
	Encounter	Giving	Inspire	Prayer	Faith	Knowledge
	Belonging	Youth	Challenge	Fasting	Vocation	Understanding
	Learning	Kingdom	Care	Almsgiving	Witness	Wisdom
	Inclusion	Hope	Healing	Sacrifice	Example	
	Rosary	Peace		Journey		
	Diversity	Joy				
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 half term 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
	Resilience	Self-Efficacy	Courage	Concentration	Respect	Curiosity
Transition Days	<p>All Transition Sessions to include the PSHE Objectives below. The level of discussion and tasks will increase as the children increase in age.</p> <p>1] Can I explore strategies to manage transitions between classes and key stages.</p> <p>2] Can I recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>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.</p>					

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

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