



Our Lady of the Rosary RC Primary School

PSHE/RSE Curriculum

Our Journey

Love God

Others First

Respect All

Purpose of study

The purpose of the PSHE and RSE curriculum at OLOR is to equip students with the knowledge, understanding, and skills they need to navigate the challenges of everyday life confidently and responsibly. Using the **Ten:Ten Life to the Full** resources and **Think Equal** for EYFS, the curriculum provides age-appropriate, faith-sensitive guidance on emotional well-being, relationships, personal safety, and moral decision-making. It encourages students to develop self-awareness, empathy, and resilience, fostering a supportive school community grounded in respect, dignity, and Christian values.

Aims

1. **Promote Emotional Wellbeing:** Help students understand and manage their emotions, build self-esteem, and develop strategies for resilience and mental health.
2. **Support Healthy Relationships:** Teach students about healthy, respectful relationships, consent, and communication in friendships, families, and romantic contexts.
3. **Provide Faith-Sensitive RSE:** Deliver RSE content in line with Catholic teaching while addressing contemporary issues such as online safety, puberty, and personal boundaries.
4. **Develop Life Skills:** Equip students with practical skills for personal finance, decision-making, problem-solving, and safe use of digital media.
5. **Foster Moral Responsibility:** Encourage students to consider ethical and moral aspects of their actions, promoting respect, kindness, and social responsibility.
6. **Encourage Inclusion and Respect:** Promote understanding of diversity, equality, and inclusion, ensuring every student feels valued and supported.

Intent

The intent of the OLOR PSHE and RSE curriculum is to create a coherent, progressive learning journey that begins in EYFS and develops right through to Year 6 where students:

- Gain knowledge that is relevant, accurate, and up-to-date, reflecting both secular guidance and Catholic ethos.
- Develop practical skills to maintain physical, emotional, and social well-being throughout their lives.
- Build confidence to navigate challenges, make informed choices, and engage respectfully with others.
- Explore their identity, values, and spirituality within a safe and supportive environment.
- Experience a curriculum that is reflective, aspirational, and inclusive, empowering them to live fulfilling, responsible lives in the modern world.

Implementation

At OLOR, the PSHE and RSE curriculum is delivered using the Ten:Ten *Life to the Full* resources and *Think Equal* for EYFS, providing a structured, age-appropriate, and faith-sensitive approach. Lessons combine taught sessions, interactive activities, reflective discussions, and real-life scenarios, allowing students to apply learning in meaningful contexts. Staff receive regular training to ensure consistent delivery and alignment with Catholic values. Implementation is carefully monitored through a combination of lesson observations, learning walks, book scrutinies, and gathering pupil voice, ensuring that teaching remains effective, engaging, and relevant from EYFS to Year 6.

Impact

The curriculum fosters students' emotional literacy, resilience, and understanding of healthy relationships. Pupils develop practical skills for decision-making, personal safety, and moral responsibility, while demonstrating empathy, respect, and inclusivity. Monitoring activities, including pupil feedback and review of work, show that students are confident in applying their learning, contributing to a positive school community, and making informed, responsible choices grounded in Christian values.

<u>Nursery</u>	Autumn 1 PSHE – Think Equal	Autumn 2 RSE Created and loved by God	Spring 1 PSHE – Think Equal	Spring 2 RSE Created to Love others	Summer 1 PSHE – Think Equal	Summer 2 RSE Created to Live in community
	<p>Me, Myself & I</p> <ul style="list-style-type: none"> To demonstrate a positive sense of self To develop self-confidence and self-esteem To recognise and value similarities and differences between themselves and others <p>Amazing Daisy</p> <ul style="list-style-type: none"> To demonstrate self-knowledge and self-esteem, To understand the importance of persistence. 	<p>Unit 1</p> <p><u>Handmade with love</u></p> <ul style="list-style-type: none"> We are created individually by God as part of His creation plan We are all God's children and are special Our bodies were created by God and are good We can give thanks to God! <p>Unit 2</p> <p><u>I am me</u></p>	<p>The Wall</p> <ul style="list-style-type: none"> To understand similarities and differences To celebrate diversity and understand and accept others To collaborate to create a piece of group work <p>My Voice</p> <ul style="list-style-type: none"> To demonstrate self-esteem and self-confidence To demonstrate a sense of empowerment and voice, 	<p>Unit 1</p> <p><u>Role model</u></p> <ul style="list-style-type: none"> We are part of God's family Jesus cared for others and wanted them to live good lives like Him We should love other people in the same way God loves us <p>Unit 2</p>	<p>My Amazing Brain</p> <ul style="list-style-type: none"> To understand that we all have a brain To name one thing the brain can do Home To understand that all people deserve shelter To understand that homes around the world look different and to name similarities/differences <p>I Love My Planet</p> <ul style="list-style-type: none"> To demonstrate a sense of responsibility for Earth To understand the importance of saving our natural resources 	<p>Unit 1</p> <p><u>God is love</u></p> <ul style="list-style-type: none"> That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others <p><u>Loving God, loving others</u></p> <ul style="list-style-type: none"> What a community is, and that God calls us to live in

	<ul style="list-style-type: none"> To set a goal and work towards achieving it The Colour Poem To begin to connect emotions and emotion-words to feelings and colours To begin to name emotions <p>Wally the Wave</p> <ul style="list-style-type: none"> To name 'big' feelings To begin to demonstrate self-regulation and impulse control To demonstrate understanding that feelings change <p>I Have a Plan</p> <ul style="list-style-type: none"> To show ability to listen to others' words To demonstrate compassion for all creatures-animals and humans 	<ul style="list-style-type: none"> We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan! <p><u>Heads, shoulders, knees and toes</u></p> <ul style="list-style-type: none"> That their bodies are good and made by God The names of the parts of the body (not genitalia) <p><u>Ready Teddy?</u></p> <ul style="list-style-type: none"> That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene 	<p>regardless of their gender</p> <p>Kitchi's Moccasins</p> <ul style="list-style-type: none"> To understand the importance of respecting everyone's ideas, thoughts and feelings To think about being inclusive and kind to others who might be different from them <p>Helping Hands</p> <ul style="list-style-type: none"> To understand that kind actions make a positive difference To name and appreciate contributions by people in their lives To understand that all jobs can be performed by both men and women <p>Head, Heart and Hands</p> <ul style="list-style-type: none"> To develop their perspective-taking skills To understand kindness To begin to associate the head with thought, heart with emotion and hands with action 	<p><u>Who's who</u></p> <ul style="list-style-type: none"> To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting 'special people', and telling them when something is troubling them <p><u>You've got a friend in me</u></p> <ul style="list-style-type: none"> How their behaviour affects other people and that there is appropriate and inappropriate behaviour 	<p>My Special Hair</p> <ul style="list-style-type: none"> To celebrate themselves and express a healthy sense of identity To celebrate diversity <p>Mum Loves Me So Much/Dad Loves Me So Much</p> <ul style="list-style-type: none"> To understand that everyone deserves to feel loved and cared for To recognise gender equality in family roles 	<p>community with one another</p> <ul style="list-style-type: none"> A Scripture illustrating the importance of living in a community No matter how small our offerings, they are valuable to God and He can use them for His glory.
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- The characteristics of positive and negative relationships
- About different types of teasing and that all bullying is wrong and unacceptable

Forever friends

- To recognise when they have been unkind to others and say sorry
- That when we are unkind, we hurt God and should say sorry
- To recognise when people are being unkind to them and others and how to respond
- That we should forgive like Jesus forgives

	<p>Enhancements Family Festival -welcoming families and building relationships NSPCC: speak out stay safe assemblies Harvest Festival /donating to foodbank Show Racism the red card workshops Macmillan Cake sale Talent/Celebration Assemblies Black History Month focusing on diversity Remembrance Service</p>	<p>Enhancements Lenten fundraising and services Internet Safety week International week-Celebrating other cultures Chinese new year celebration</p>	<p>Enhancements Inclusion week End of Year awards ceremony including values award Obstacle course-Resilience and Team building Teddy Bears Picnic Transition morning -preparing for change</p>
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<u>Reception</u>	Autumn 1 PSHE – Think Equal	Autumn 2 RSE Created and loved by God	Spring 1 PSHE – Think Equal	Spring 2 RSE Created to Love others	Summer 1 PSHE – Think Equal	Summer 2 RSE Created to Live in community
	<p>Marvellous Me</p> <ul style="list-style-type: none"> To understand the concepts ‘same’ and ‘different’. To celebrate similarities and differences. To demonstrate self confidence. <p>The Weather Inside</p> <ul style="list-style-type: none"> To express their understanding of the ‘Mood Meter’ To give examples of how emotions in our bodies can feel like different types of weather. To understand that feelings come and go like the weather. <p>Ted the Tiger Tamer</p>	<p>Unit 3 <u>I like, you like, we like</u></p> <ul style="list-style-type: none"> We all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) It is natural for us to relate to and trust one another <p>All the feelings</p> <ul style="list-style-type: none"> A language to describe their feelings An understanding that everyone 	<p>Faisal's Not Himself</p> <ul style="list-style-type: none"> To recognise that boys and girls should both express their feelings. To recognise that boys and girls can do the same things. To take the perspective of someone else (be able to describe the feelings of a person who others have been mean to). <p>Biyu the Brave Pea</p>	<p>Unit 3 <u>What is the internet?</u></p> <ul style="list-style-type: none"> That the internet connects us to others That the internet helps us in lots of ways Only Jesus can help us with everything <p>Playing online</p> <ul style="list-style-type: none"> About safe and unsafe situations online. That they can ask for help from their special people. <p>Unit 4 <u>Safe inside and out</u></p> <ul style="list-style-type: none"> About safe and unsafe situations 	<p>The Monster in the Smoke</p> <ul style="list-style-type: none"> To demonstrate critical thought. To begin to understand justice on a basic level. To understand that they can speak out when they see something unfair. <p>Nothando's Journey</p> <ul style="list-style-type: none"> To identify unpleasant emotions. To practice calming strategies. To review the five senses. <p>Reha to the Rescue</p> <ul style="list-style-type: none"> To reocginse various emotions. 	<p>Unit 2 <u>Me, You, Us</u></p> <ul style="list-style-type: none"> That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) About what harms and what improves

	<ul style="list-style-type: none"> To name different emotions. To link emotions to feelings inside the body. To use 'take a break, make a plan' as a tool to calm their bodies and brains and make positive choices. <p>The Secret Adventures of Anonmouse</p> <ul style="list-style-type: none"> To perform acts of kindness around the school and classroom. To demonstrate an understanding that small acts of kindness can inspire other acts of kindness. <p>Curly the Chameleon</p> <ul style="list-style-type: none"> To name at least 5 different emotions. To understand levels of energy and pleasantness on the 'Mood Meter'. 	<p>experiences feelings</p> <ul style="list-style-type: none"> An understanding that feelings are neither good nor bad; they give us information about what we are experiencing Simple strategies for managing feelings <p>Let's get real</p> <ul style="list-style-type: none"> How feelings can affect actions, and that actions have consequences Simple strategies for managing emotions and behaviour That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus <p>Unit 4</p> <p>Growing up</p> <ul style="list-style-type: none"> That there are natural life stages from birth to death, and what these are <p>New people, new places</p> <ul style="list-style-type: none"> Change is a part of growing up 	<ul style="list-style-type: none"> To experience empathy and the perspective of another. To discuss nature and the cycle of life. <p>Yoshi is Different</p> <ul style="list-style-type: none"> To demonstrate confidence in themselves and their unique talents. To show empathy towards others who have different ideas and/or interests. <p>Francisco's Family</p> <ul style="list-style-type: none"> To understand that different families often share similarities but are also different in many ways. To identify things that make their family unique <p>Zelda Goes on Holiday</p> <ul style="list-style-type: none"> To demonstrate an understanding of compassion for those less fortunate than them. To see things from a different perspective. 	<p>outdoors and indoors.</p> <ul style="list-style-type: none"> That they can ask for help from their special people. <p>My Body, my rules</p> <ul style="list-style-type: none"> That they are entitled to bodily privacy That they can and should be open with 'special people' they trust if anything troubles them That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest <p>Feeling poorly</p> <ul style="list-style-type: none"> Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies, because God created them and gifted them to us. <p>People who help us</p> <ul style="list-style-type: none"> There are lots of people who do jobs to help us That in an emergency, they 	<ul style="list-style-type: none"> To demonstrate various ways these emotions can be displayed. Understand that all creatures are important and can be cared for in a safe way. <p>Our Home</p> <ul style="list-style-type: none"> To demonstrate a sense of responsibility towards the environment. Tell one way they will help to care for Earth. <p>Gokul's Game</p> <ul style="list-style-type: none"> To continue to name and identify emotions in themselves and others. To describe the difference between what it feels like to be lonely/left out and what it feels like to be include. To name strategies that they can use to help others feel included. 	<p>the world in which they live.</p> <p>When I grown up</p> <ul style="list-style-type: none"> About some different types of jobs That having a job can help us to look after each other and the world That God has given us all strengths, gifts and talents to do His work About strengths and interests needed to do different jobs <p>"Money doesn't grow on trees"</p> <ul style="list-style-type: none"> That money helps us buy things. That wants and needs are different. That God's love and the love we share with others is freely given and our most important need.
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		<ul style="list-style-type: none"> • Their experiences of change will help their transition to Year 1 • God is with them every step of the way as they grow and change 		<p>(or an adult) should call 999 and ask for ambulance, police and/or fire brigade</p> <ul style="list-style-type: none"> • Paramedics help us in a medical emergency • First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance 		
<p>Enhancements Family Festival -welcoming families and building relationships NSPCC: speak out stay safe assemblies Harvest Festival /donating to foodbank Show Racism the red card workshops Macmillan Cake sale Talent/Celebration Assemblies Black History Month focusing on diversity Remembrance Service</p>		<p>Enhancements Lenten fundraising and services Internet Safety week International week-Celebrating other cultures</p>		<p>Enhancements Inclusion week End of Year awards ceremony including values award Obstacle course-Resilience and Team building Transition morning -preparing for change</p>		

<u>Year 1</u>	Autumn Created and loved by God	Spring Created to Love others	Summer Created to Live in community
	<p>Unit 1 <u>Let the Children Come</u></p> <ul style="list-style-type: none"> We are created individually by God God wants us to talk to Him often through the day and treat Him as our best friend God has created us, His children, to know, love and serve Him We are created as a unity of body, mind and spirit: who we are matters and what we do matters We can give thanks to God in different ways <p>Unit 2 <u>I Am Unique</u></p> <ul style="list-style-type: none"> Children will learn that we are unique, with individual gifts, talents and skills. <p><u>Girls and Boys</u></p> <ul style="list-style-type: none"> That our bodies are good The names of our body parts That girls and boys have been created by God to be both similar and different, together making up the richness of the human family <p><u>Clean and Healthy (My Body)</u></p> <ul style="list-style-type: none"> That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating The importance of sleep, rest and recreation for our health How to maintain personal hygiene <p>British Values Democracy and Rule of Law</p>	<p>Unit 1 <u>God Loves You</u></p> <ul style="list-style-type: none"> We are part of God's family Saying sorry is important and can mend friendships Jesus cared for others and had expectations of them and how they should act We should love other people in the same way God loves us <p>Unit 2 <u>Special People</u></p> <ul style="list-style-type: none"> To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special The importance of nuclear and wider family The importance of being close to and trusting special people and telling them if something is troubling them <p><u>Treat Others Well...</u></p> <ul style="list-style-type: none"> How their behaviour affects other people, and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships About different types of teasing, and that all bullying is wrong and unacceptable <p><u>Say Sorry</u></p> <ul style="list-style-type: none"> To recognise when they have been unkind and say sorry To recognise when people are being unkind to them and others and how to respond 	<p>Unit 1 <u>Three In One</u></p> <ul style="list-style-type: none"> God is love: Father, Son and Holy Spirit Being made in His image means being called to be loved and to love others <p><u>Who is My Neighbour?</u></p> <ul style="list-style-type: none"> To know what a community is, and that God calls us to live in community with one another A scripture illustrating the importance of living in community as a consequence of this Jesus' teaching on neighbours <p>British Values Tolerance of Different Faiths & Beliefs</p> <ul style="list-style-type: none"> Learn basic facts about major world religions

	<ul style="list-style-type: none"> • Vote on class decisions • School council introduced • Understand fairness • Know why rules exist • Class charter creation • Explore right vs. wrong in decision-making 	<ul style="list-style-type: none"> • That when we are unkind to others, we hurt God also and should say sorry to Him as well • That we should forgive like Jesus forgives <p>British Values Individual Liberty and Mutual respect</p> <ul style="list-style-type: none"> • Talk about what makes them unique • Learn about choices and consequences • Discuss feelings • Value others' ideas • Learn kindness and respect 	
	<p>Enhancements Family Festival -welcoming families and building relationships NSPCC: speak out stay safe assemblies Harvest Festival /donating to foodbank Show Racism the red card workshops Macmillan Cake sale Talent/Celebration Assemblies Black History Month focusing on diversity Remembrance Service</p>	<p>Enhancements Lenten fundraising and services Internet Safety week International week-Celebrating other cultures</p>	<p>Enhancements Inclusion week End of Year awards ceremony including values award Obstacle course-Resilience and Team building Transition morning -preparing for change</p>
Year 2	Autumn Created and loved by God	Spring Created to Love others	Summer Created to Live in community
	<p>Unit 3 Feelings, Likes and Dislikes</p> <ul style="list-style-type: none"> • That it is natural for us to relate to and trust one another • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • A language to describe our feelings <p>Feeling Inside Out</p> <ul style="list-style-type: none"> • Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character <p>Super Susie Gets Angry</p>	<p>Unit 3 Real Life Online</p> <ul style="list-style-type: none"> • That the internet connects us to others and helps us in lots of ways. • Our feelings matter – both online and offline. • That Jesus cares about our feelings and gives us peace. <p>Rules To Help Us</p> <ul style="list-style-type: none"> • Understand safe and unsafe situations, including online. • Ask for adult help with anything that worries them or makes them feel unsafe <p>Unit 4 Good and Bad Secrets</p>	<p>Unit 2 The Communities We Live In</p> <ul style="list-style-type: none"> • That they belong to various communities such as home, school, parish, the wider local community, nation and global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc. • That we have a duty of care for others and for the world we live in (charity work, recycling etc.) • About what harms and what improves the world in which we live <p>Who will I be?</p> <ul style="list-style-type: none"> • About some different types of jobs in the community

- Simple strategies for managing feelings and maintaining good behaviour
- That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes
- That Jesus died on the cross so that we would be forgiven

Unit 4

The Cycle of Life

- Learn and appreciate that there are natural life stages from birth to death, and what these are

Beginnings and Endings

- What 'death' means
- About some feelings often connected with grief
- What the Christian faith says about death and eternal life
- Some ways to support themselves and others when they are grieving

Change is all Around

- Change is a part of life.
- Managing our feelings about change helps to prepare us for future changes.
- God is with us as we change and grow.

British Values

Democracy and Rule of Law

- Vote on class decisions
- School council introduced
- Understand fairness
- Know why rules exist
- Class charter creation
- Explore right vs. wrong in decision-making

- The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them
- How to resist pressure when feeling unsafe

Physical Contact

- To know that they are entitled to bodily privacy.
- That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.

Harmful Substances

- Medicines are drugs, but not all drugs are good for us.
- Alcohol and tobacco are harmful substances.
- Our bodies are created by God, so we should take care of them and be careful about what we consume.

Can You Help Me? Part 1

- About what is and isn't an emergency
- That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade

Can You Help Me? Part 2

- To call 999 in an emergency and ask for ambulance, police and/or fire brigade
- That if they require medical help but it is not an emergency, basic First Aid should be used instead of calling 999
- Some basic principles of First Aid

British Values

Individual Liberty and Mutual respect

- Talk about what makes them unique
- Learn about choices and consequence
- Discuss feelings
- Value others' ideas

- About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls
- Work is a part of our purpose (vocation)
- God has given us all strengths, gifts and talents to do His work

Needs and wants

- That money is valuable and is used as an exchange for needs and wants.
- That wants and needs are different.
- About spending and saving choices.
- That God's love and the love we share with others is more valuable than anything.

British Values

Tolerance of Different Faiths & Beliefs

- Learn basic facts about major world religions

		<ul style="list-style-type: none"> Learn kindness and respect 	
	<p style="text-align: center;"><u>Enhancements</u></p> <p>Family Festival -welcoming families and building relationships NSPCC: speak out stay safe assemblies Harvest Festival /donating to foodbank Show Racism the red card workshops Macmillan Cake sale Talent/Celebration Assemblies Black History Month focusing on diversity All Souls Day/circle of life</p>	<p style="text-align: center;"><u>Enhancements</u></p> <p>Lenten fundraising and services Internet Safety week International week-Celebrating other cultures</p>	<p style="text-align: center;"><u>Enhancements</u></p> <p>Inclusion week End of Year awards ceremony including values award Transition morning Obstacle course-Resilience and Team building Transition morning -preparing for change</p>
<u>Year 3</u>	Autumn 1 Created and loved by God	Spring 1 Created to Love others	Summer 1 Created to Live in community
	<p>Unit 1 <u>Get up!</u></p> <ul style="list-style-type: none"> We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God <p><u>The Sacraments</u></p> <ul style="list-style-type: none"> In Baptism God makes us His adopted children and ‘receivers’ of His love By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). 	<p>Unit 1 <u>Jesus my friend</u></p> <ul style="list-style-type: none"> That God loves, embraces, guides and forgives us; He reconciles us with Him and one another. The importance of forgiveness and reconciliation in relationships, and some of Jesus’ teaching on forgiveness. That relationships take time and effort to sustain. We reflect God’s image in our relationships with others: this is intrinsic to who we are and to our happiness. <p>Unit 2 <u>Family Friends and others</u></p> <ul style="list-style-type: none"> Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong 	<p>Unit 1 <u>A community of love</u></p> <ul style="list-style-type: none"> God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship. The human family reflects the Holy Trinity in mutual charity and generosity. We are made in the image of God, which means we are made to love God and others, and be loved by God and others. <p><u>What is the Church</u></p> <ul style="list-style-type: none"> The human family reflects the Holy Trinity in charity and generosity The Church family comprises of home, school and parish (which is part of the diocese) <p>British Values Tolerance of Different Faiths & Beliefs</p> <ul style="list-style-type: none"> Compare beliefs and practices

- It is important to make a nightly examination of conscience.
- Receiving the Sacraments helps them to develop healthy relationships with others

Unit 2

We don't have to be the same

- Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community
- Self-confidence arises from being loved by God (not status, etc)

Respecting our bodies

- About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.

What is puberty

- Learn what the term 'puberty' means.
- Learn when they can expect puberty to take place.
- Understand that puberty is part of God's plan for our bodies.

Changing bodies

- Learn correct naming of genitalia
- Learn what changes will happen to boys during puberty
- Learn what changes will happen to girls during puberty

Male/Female discussion groups (optional)

British Values

Democracy and Rule of Law

- Take part in debates
- Learn about democratic systems
- Role-play voting

- That there are different types of relationships including those between acquaintances, friends, family and relatives
- That good friendship is when both persons enjoy each other's company and also want what is truly best for the other
- The difference between a group of friends and a 'clique'

When things feel bad

- Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying
- Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond

British Values

Individual Liberty and Mutual respect

Understand rights and freedoms

- Digital safety
- Reflect on responsible choices
- Teamwork in projects
- Respect different opinions
- Address bullying

- Learn about customs and cultures across the world

	<ul style="list-style-type: none"> • Learn about national laws • Visits from police • Rules in wider society 		
	<p>Enhancements</p> <p>Family Festival -welcoming families and building relationships</p> <p>NSPCC: speak out stay safe assemblies</p> <p>Harvest Festival /donating to foodbank</p> <p>Show Racism the red card workshops</p> <p>Macmillan Cake sale</p> <p>Talent/Celebration Assemblies</p> <p>Black History Month focusing on diversity</p>	<p>Enhancements</p> <p>Lenten fundraising and services</p> <p>Internet Safety week</p> <p>International week-Celebrating other cultures</p>	<p>Enhancements</p> <p>Inclusion week End of Year awards ceremony including values award</p> <p>Obstacle course-Resilience and Team building</p> <p>Transition morning -preparing for change</p>
Year 4	Autumn Created and loved by God	Spring Created to Love others	Summer Created to Live in community
	<p>Unit 3</p> <p><u>What I am feeling</u></p> <ul style="list-style-type: none"> • That emotions change as they grow up (including hormonal effects – Version 2 only) • About the range and intensity of their feelings and that ‘feelings’ are not good guides for action • That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act • What ‘emotional well-being’ means and that positive actions and talking to trusted people enhance emotional well-being <p><u>What I am looking for</u></p> <ul style="list-style-type: none"> • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. • That God made us and loves us as we are. <p><u>I am thankful</u></p> <ul style="list-style-type: none"> • Some behaviour is wrong, unacceptable, unhealthy and/or risky. • Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media <p>Unit 4</p> <p><u>Life cycles</u></p>	<p>Unit 3</p> <p><u>Sharing online</u></p> <ul style="list-style-type: none"> • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. • How to use technology safely. • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. • How to report and get help if they encounter inappropriate materials or messages. <p><u>Chatting online</u></p> <ul style="list-style-type: none"> • How to use technology safely • That bad language and bad behaviour are inappropriate • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages <p>Unit 4</p> <p><u>Safe in my body</u></p>	<p>Unit 2</p> <p><u>How do I love others?</u></p> <ul style="list-style-type: none"> • That God wants His Church to love and care for others. • To devise practical ways of loving and caring for others. <p><u>Working together</u></p> <ul style="list-style-type: none"> • Know that there are many different jobs and types of work. • Understand some of the factors that influence people’s choice of work. • Explore their own interests, skills and gifts in relation to their job aspirations. • Know that God calls us to work together to share His love and care for each other and the world. <p><u>Money matters</u></p> <ul style="list-style-type: none"> • All forms of money have advantages and disadvantages. • Our attitude to money and choices about spending, saving and giving impacts on ourselves and others. • Budgeting helps to keep track of spending and saving.

- That they were handmade by God with the help of their parents.
- How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception.
- How conception and life in the womb fits into the cycle of life.

A time for everything

- Understand what 'death' means
- Learn about some feelings often connected with grief
- Know what the Christian faith says about death and eternal life
- Explore some ways to support themselves and others when they are grieving

Big changes, little changes

- Understand that change is a part of life and that there are different kinds of change.
- Learn about some feelings often associated with change.
- Know that God is always with us as we change and grow.
- Learn coping strategies to support themselves and others.

British Values

Democracy and Rule of Law

- Take part in debates
- Learn about democratic systems
- Role-play voting
- Learn about national laws
- Visits from police
- Rules in wider society

- To judge well what kind of physical contact is acceptable or unacceptable and how to respond
- About different kinds of abuse, including 'abuse of private parts'
- That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest

Drugs Alcohol and Tobacco

- Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body.
- Know that our bodies are created by God, so we should take care of them and be careful about what we consume.

First aid Heroes

- In an emergency, it is important to remain calm.
- Quick reactions in an emergency can save a life.
- Children can help in an emergency using their First Aid knowledge.

Rights and Responsibilities

- It is our responsibility to follow the rules at home, school and in our country.
- Some of our rules and laws are based on our rights.
- Rights protect us and ensure everyone is treated equally.
- Rules and rights are based on our values as a community.
- Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God.

British Values

Individual Liberty and Mutual respect

Understand rights and freedoms

- Digital safety
 - Reflect on responsible choices
- Teamwork in projects
- Respect different opinions
 - Address bullying

- Our faith guides our values and reminds us of the importance of love for God and others.

British Values

Tolerance of Different Faiths & Beliefs

- Compare beliefs and practices
- Learn about customs and cultures across the world

Enhancements

Enhancements

Enhancements

	<p>Family Festival -welcoming families and building relationships NSPCC: speak out stay safe assemblies Harvest Festival /donating to foodbank Show Racism the red card workshops Macmillan Cake sale Talent/Celebration Assemblies Black History Month focusing on diversity</p>	<p>Lenten fundraising and services Internet Safety week International week-Celebrating other cultures</p>	<p>Inclusion week End of Year awards ceremony including values award Obstacle course-Resilience and Team building Transition morning -preparing for change</p>
Year 5	Autumn Created and loved by God	Spring Created to Love others	Summer Created to Live in community
	<p>Unit 1 <u>Calming the storm</u></p> <ul style="list-style-type: none"> We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan – and the results will be worth it! <p>Unit 2 <u>Gifts and talents</u></p> <ul style="list-style-type: none"> Similarities and differences between people arise as they grow and mature By living and working together ('teamwork') we create community. There are many different types of family set up Self-confidence arises from being loved by God (not status, etc.) <p><u>Girls Bodies</u></p> <ul style="list-style-type: none"> That human beings are different to other animals About the unique growth and development of humans, and the changes that girls will experience during puberty About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately The need for modesty and appropriate boundaries <p><u>Boys Bodies</u></p> <ul style="list-style-type: none"> That human beings are different to other animals 	<p>Unit 1 <u>God is calling you</u></p> <ul style="list-style-type: none"> That God calls us to love others About ways in which we can participate in God's call for us to love others <p>Unit 2 <u>Under pressure</u></p> <ul style="list-style-type: none"> Pressure comes in different forms, and what some of those different forms are There are strategies that they can adopt to resist pressure <p><u>Do you want a piece of cake?</u></p> <ul style="list-style-type: none"> Understand what consent and bodily autonomy means Discuss and reflect on different scenarios where it is right to say 'no' <p><u>Self talk</u></p> <ul style="list-style-type: none"> Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions Apply this approach to personal friendships and relationships <p><u>Build others up</u></p> <ul style="list-style-type: none"> About prejudice, bullying and discrimination: what they mean and how to challenge them. About protected characteristics from the Equality Act 2010 such as race, age and disability. That everyone is made in the image of God, loved unconditionally by Him, has 	<p>Unit 1 <u>The Holy Trinity</u></p> <ul style="list-style-type: none"> God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. The Holy Spirit works through us to share God's love and goodness with others. <p><u>Catholic Social Teaching</u></p> <ul style="list-style-type: none"> The principles of Catholic Social Teaching That God formed them out of love, to know and share His love with others <p>British Values Tolerance of Different Faiths & Beliefs</p> <ul style="list-style-type: none"> Reflect on personal beliefs and others' Tackle racism and discrimination Promote global citizenship

	<ul style="list-style-type: none"> About the unique growth and development of humans, and the changes that boys will experience during puberty About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately The need for modesty and appropriate boundaries <p>Spots and Sleep</p> <ul style="list-style-type: none"> How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. <p>British Values Democracy and Rule of Law</p> <ul style="list-style-type: none"> Understand role of Parliament Mock elections Debate topical issues Examine justice system Compare UK laws to others Understand legal rights and responsibilities 	<p>equal dignity and is deserving of equal respect.</p> <p>British Values Individual Liberty and Mutual respect</p> <ul style="list-style-type: none"> Explore moral dilemmas Discuss freedom of speech Balance rights with responsibilities Tackle prejudice/stereotypes Promote inclusion Lead peer-support initiatives 	
	<p>Enhancements</p> <p>Family Festival -welcoming families and building relationships NSPCC: speak out stay safe assemblies Harvest Festival /donating to foodbank Show Racism the red card workshops Macmillan Cake sale Talent/Celebration Assemblies Black History Month focusing on diversity</p>	<p>Enhancements</p> <p>Lenten fundraising and services Internet Safety week</p>	<p>Enhancements</p> <p>Inclusion week End of Year awards ceremony including values award Obstacle course-Resilience and Team building Transition morning -preparing for change Faith in Action New Chaplaincy interviews</p>
Year 6	Autumn Created and loved by God	Spring Created to Love others	Summer Created to Live in community
	<p>Unit 3 Body image</p> <ul style="list-style-type: none"> To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media <p>Peculiar Feelings</p>	<p>Unit 3 Sharing isn't always caring</p> <ul style="list-style-type: none"> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely That just as what we eat can make us healthy or make us ill, so what we watch, 	<p>Unit 2 Reaching out</p> <ul style="list-style-type: none"> Apply the principles of Catholic Social Teaching to current issues. Find ways in which they can spread God's love in their community.

- Deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action
- Learn that some behaviour is wrong, unacceptable, unhealthy or risky

Emotional changes

- That emotions change as they grow up (including hormonal effects)
- To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action
- That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.
- That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.

Seeing stuff online

- The difference between harmful and harmless videos and images
- The impact that harmful videos and images can have on young minds
- Ways to combat and deal with viewing harmful videos and images

Hope beyond death

- What ‘death’ means
- About some feelings often connected with grief
- What the Christian faith says about death and eternal life
- Some ways to support themselves and others when they are grieving

Coping with change

- That there are many emotions and feelings connected with change.
- That gratitude and positivity help build resilience.
- Coping strategies to manage changes.
- That God is always with them.

British Values

Democracy and Rule of Law

- Understand role of Parliament
- Mock elections
- Debate topical issues
- Examine justice system

hear, say or do can be good or bad for us and others

- How to report and get help if they encounter inappropriate materials or messages

Cyberbullying

- What the term cyberbullying means and examples of it.
- What cyberbullying can feel like for the victim.
- How to get help if they experience cyberbullying.

Unit 4

Types of abuse

- To judge well what kind of physical contact is acceptable or unacceptable and how to respond
- That abuse violates the rights of children
- That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests

Impacted lifestyles

- About the effect that a range of substances including drugs, tobacco and alcohol can have on the body.
- How to make good choices about substances that would have an impact on their health.
- That our bodies are created by God, so we should take care of them and be careful about what we consume.

Making good choices

- Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco
- Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies

Giving assistance

- The recovery position can be used when a person is unconscious but breathing

The world of work

- Learn about the process of getting a job and consider factors that influence job choices.
- Understand how stereotyping can affect work aspirations and learn to challenge such attitudes.
- Consider jobs in different sectors, learning pathways to work and their own job aspirations.

Money and Me

- There are a wide variety of payment options.
- The importance of budgeting and tracking spending and saving.
- About the hierarchy of needs and other influences on spending choices.
- Some people have more money than others.
- God asks us to be good stewards of our money and resources.

British Values

Tolerance of Different Faiths & Beliefs

- Reflect on personal beliefs and others'
- Tackle racism and discrimination
- Promote global citizenship

Unit 4

Making babies Part 1

- How a baby grows and develops in its mother's womb
- Pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us

Making babies Part 2

- Basic scientific facts about sexual intercourse between a man and woman
- The physical, emotional, moral and spiritual implications of sexual intercourse
- The Christian viewpoint that sexual intercourse should be saved for marriage

Menstruation

	<ul style="list-style-type: none"> • Compare UK laws to others • Understand legal rights and responsibilities 	<ul style="list-style-type: none"> • DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance <p>British Values Individual Liberty and Mutual respect</p> <ul style="list-style-type: none"> • Explore moral dilemmas • Discuss freedom of speech • Balance rights with responsibilities • Tackle prejudice/stereotypes • Promote inclusion • Lead peer-support initiatives 	<ul style="list-style-type: none"> • About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life • Some practical ways to manage the onset of menstruation
	<p>Enhancements</p> <p>Family Festival -welcoming families and building relationships NSPCC: speak out stay safe assemblies Harvest Festival /donating to foodbank Show Racism the red card workshops Macmillan Cake sale Talent/Celebration Assemblies Black History Month focusing on diversity</p>	<p>Enhancements</p> <p>Lenten fundraising and services Internet Safety week International week-Celebrating other cultures</p>	<p>Enhancements</p> <p>Inclusion week End of Year awards ceremony including values award Obstacle course-Resilience and Team building Transition day -preparing for change Leavers play and Mass</p>