

Year 1			
Concept	Autumn	Spring	Summer
RSE	We meet God's love in our family		
Year group focus	To focus on families and specially growing up in a loving, secure and stable home. To recognise signs that I am loved in my family. To recognise how I am cared for and kept safe in my family. To celebrate ways that God loves and cares for us.		
	Key Skills Listening, observing, relating, speaking, respecting, praying, reflecting, understanding, recognising, supporting, celebrating and deciding		
Relationships	Social and Emotional	Physical	Spiritual
Families and People Who Care for Me	To recognise signs that I am loved in my family.	To recognise how I am cared for and kept safe in my family.	To celebrate ways that God loves and cares for us.
Caring Friendships	How is love shown in your family?	Who is in my family? How do families show that they love and care for one another?	How have we shown love to our families this year?
Respectful Relationships		What are some of the characteristics of a happy family?	How do we know that we are loved and cared for by God?
Key Vocabulary	Social and Emotional	Physical	Spiritual
	Family God Secure Loving	Hygiene Respect Extended family Online Safety	Lost Sheep St Luke Good Shepherd Pope John Paul

	Manners Respect Pope Francis Mother Teresa	Rules Privacy Pope Francis Prophet Isaiah	Unconditional love Harmony School community Family
PSHE Key texts; Our First Talk about diversity Eat More Colours Keep Germs Away Blow Away Max the Champion	What is the same and different about us? What coins and notes do we use	How do we keep ourselves healthy and safe? Where can I keep my money safe <u>who do we call and what do we say in an emergency?</u>	How can we look after each other and the world? What are needs and wants
Online Relationships	<p>To think about themselves, and to learn from their experiences e.g.</p> <ul style="list-style-type: none"> to recognise and celebrate their strengths and set simple but challenging goals describe how special people make them feel cared for identify the groups, they and others belong to and their roles and responsibilities in these different groups to compare the features of their family life to others around the world Recognise that we all have things in common with other people, even if we think we are very different. recognise our difference are what makes us special. 	<p>To think about themselves and how to stay healthy:</p> <ul style="list-style-type: none"> learn about how being active can keep people healthy identify some ways to be active every day describe some things that happen to someone’s body when they are physically active learn about food and drinks that keep people healthy variety of food and drinks are needed for health, as depicted by the Eatwell Guide learn about things that go into bodies and onto skin and how this can make people feel. learn what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) learn that things people put into or onto their bodies can affect how they feel e.g. sleep and rest 	<p>To think about themselves and how to look after each other and the world:</p> <ul style="list-style-type: none"> know why name-calling and being unkind is hurtful know how kind and unkind behaviour can affect others; how to be polite and courteous how to play and work co-operatively know what helps them to feel good, or better if not feeling good know the responsibilities they have in and out of the classroom know how people and animals need to be looked after and cared for know what can harm the local and global environment
Being Safe			
Physical Health and Wellbeing			
Mental Wellbeing			
Internet Safety and Harms			

Physical Health and Fitness	<ul style="list-style-type: none"> • identify different types of touch (cuddles, kisses, punches, punches, pokes, tugs, strokes) • 'Recognises what is good and bad physical contact (nspcc PANTS). <p>To think about their experience of money and its role in the future:</p> <p>Recognise the different coins up to £2 and notes up to £10 explain the different forms money comes in such as card and payment on electronic devices.</p>	<ul style="list-style-type: none"> • learn about the things that will help them to fall asleep and get a good night's sleep. <p>To think about themselves and how to stay safe:</p> <ul style="list-style-type: none"> • identify who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online • learn how to make a clear and efficient call to emergency services if necessary • know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say • learn about the cycle of growing older and labelling and naming the main body parts and how to keep it safe. <p>To think about their experience of money and its role in the future: Talk about how to keep money safe and the different ways of doing this. As a child in a piggy bank. As an adult in the bank or in their wallet purse when out and about.</p>	<ul style="list-style-type: none"> • how and why people use the internet and ways of safe communication online <p>To think about their experience of money and its role in the future:</p> <p>Recognise the difference between needs and wants - that people may not always be able to have the things they want</p> <p>explain the difference between things we want and things we need.</p>
Healthy Eating			
Drugs, alcohol, and tobacco			
Health and Prevention			
Basic First Aid			
Key Vocab	like, dislike, same and different. unique, special, strength, kind, individual, similarities, difference, equal, listen, discuss, opinion, view, peer, agree, disagree, compromise, accept,	healthy, doctor, nurse, dentist, parents sugar, body, harmful, helpful medicine, safety, asthma, tablets, hygiene, teeth, wash/clean, vaccination, disease /virus	Change, adult/ child/ baby/ toddler polite, courteous, behaviour kind/unkind, responsibilities, community, charity Food Bank, teamwork, communication compromise, feelings, nervous,

	comfortable, uncomfortable, pounds, pence, notes, payment, bank card.	immune system, safe, bank account, wallet, purse, piggy bank.	anxious, excited, change, new worries, wants, needs
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Year 2			
Concept	Autumn	Spring	Summer
RSE	We meet God's love in the community		
Whole Year Theme	To describe how we are growing and developing in diverse communities that are God-given. To recognise the joy and friendship of belonging to a diverse community. To describe ways of being safe in communities. To celebrate ways of meeting		
Key Skills	Listening, observing, relating, speaking, respecting, praying, reflecting, understanding, describing, recognising, informing and forgiving		
RSE	Social and Emotional	Physical	Spiritual
Relationships	To recognise the joy and friendship of belonging to a diverse community.	To describe ways of being safe in communities.	To celebrate ways of meeting God in our communities.
Families and People Who Care for Me	How would you describe a community?	What makes us feel safe in our families, in our friendships and in our wider communities?	What makes us feel safe in our families, in our friendships and in our wider communities?
Caring Friendships	How do we learn from each other and show an understanding of the different		

<p>Respectful Relationships</p>	<p>roles and responsibilities that people have in the community?</p> <p>Invite parents to talk to children e.g. Google Classroom/email/letter</p>	<p>In what ways might you feel unsafe, and when is it not right to keep a secret?</p> <p>What would you do if you were worried about another person whom you consider to be unsafe?</p> <p>What things are harming our world?</p>	<p>In what ways might you feel unsafe, and when is it not right to keep a secret?</p> <p>What would you do if you were worried about another person whom you consider to be unsafe?</p> <p>What things are harming our world?</p>
<p>Vocabulary</p>	<p>Social and Emotional</p> <p>God-given Community Belonging Family Key roles Friendship Local and global</p>	<p>Physical</p> <p>Internet safety Common home Community Harm Safe and unsafe Laudato Si</p>	<p>Spiritual</p> <p>Celebrate Community CAFOD Food Bank Charities Mission Statement Holy Spirit</p>
<p>PSHE Key Texts; The Sugar Story What am I feeling? The Great Big Book of Family Amazing You! This is what I want to be.</p>	<p>How do we recognise our feelings?</p> <p>Where does money come from?</p>	<p>How can we grow up to be healthy and safe?</p> <p><u>What is an emergency? How can we stay calm on an emergency call?</u></p> <p>Why is it important to save money?</p>	<p>What jobs do people do?</p> <p>How can I keep track of my money</p>
<p>Online Relationships</p> <p>Being Safe</p>	<p>To think about and recognise their feelings.</p> <ul style="list-style-type: none"> recognise, name and describe a range of feelings know what helps them to feel good, or better if not feeling good 	<p>To think about themselves and staying healthy and safe, and to learn from their experiences e.g:</p> <ul style="list-style-type: none"> explain why we shouldn't take anyone else's medicine 	<p>To think about themselves and their place in the community now and in the future:</p> <p>between needs and wants; that sometimes people may not always be able to have the things they want</p>

	<ul style="list-style-type: none"> • Know how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • know how feelings can affect people in their bodies and their behaviour • talk about ways to manage big feelings and the importance of sharing their feelings with someone they trust • to recognise when they might need help with feelings and how to ask for help when they need it 	<ul style="list-style-type: none"> • know that household products, including medicines, can be harmful if not used correctly • Know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) • know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say. • explain the basics of fire, water, emergency safety etc. • know about personal hygiene and why it is important. • talk about how growing, changing and becoming more independent e.g. getting washed, brushing teeth. • to recognise when we can make choices about physical activity • explain who can help with physical activity, and who to ask for support with this • recognise when we can make healthy and physical fitness choices. • explain who can help us with healthy food and drink choices • learn about different foods belong in different Eatwell Guide food groups • learn most meals should include foods from the main five Eatwell Guide food groups. 	<ul style="list-style-type: none"> • that jobs help people to earn money to pay for things • that money needs to be looked after; different ways of doing this • that everyone has different strengths • different jobs that people they know or people who work in the community do • know about some of the strengths and interests someone might need to do different job <p>Additional Theme To develop / reinforce the children's knowledge of the sun, the risks of UV exposure and the Five S's of Sun Safety</p> <p>To think about their experience of money and its role in the future:</p> <p>Know it is important to keep track of what I spend.</p>
Physical Health and Wellbeing			
Mental Health			
Internet Safety and Harms	<p>To think about their experience of money and its role in the future:</p> <p>Knows how money is obtained (e.g. earned, won, borrowed, presents)</p>		
Physical Health and Fitness	<p>Explain that jobs help people to earn money to pay for things</p>		
Healthy Eating			
Drugs, alcohol, and tobacco			
Health and Prevention			

		<p>To think about their experience of money and its role in the future:</p> <p>people make different choices about how to save and spend money</p> <p>how to keep money safe and the different ways of doing this</p>	
Basic First Aid			
Key Vocabulary	<p>happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous, overjoyed, terrified, exhausted, change, loss, feelings, emotions, permanent, temporary, earned, won, borrowed, presents.</p>	<p>chronological, changes, physical, emotional, older, younger, rules and restrictions, household products, personal hygiene, independent, physically active, sleep, food groups, choices, fire, water, save spend, choice,</p>	<p>interests, strengths, responsibility, abilities, qualities, equality, job, uniform, expectation, earn, wages, salary, income, needs, wants, electronic, internet, social media, phone, laptop, tablet, occupation, careers, skills, qualities, interests, track, spend.</p>

Year 3			
Concept	Autumn	Spring	Summer
RSE	How we live in love		
Whole Year Theme	<p>To describe and give reasons for how we grow in love in caring and happy friends where we are secure and safe.</p> <p>Listening, observing, relating, speaking, respecting, praying, reflecting, understanding, describing, articulating, welcoming, choosing wisely.</p>		

<p>RSE</p> <p>Relationships</p> <p>Families and People Who Care for Me</p> <p>Caring Friendships</p> <p>Respectful Relationships</p>	<p>Social and Emotional</p> <p>To describe and give reasons how friendships make us feel happy and safe.</p> <p>How do friendships make us feel happy and secure?</p> <p>Who could you turn to if you didn't feel safe in a friendship?</p> <p>What are the qualities, characteristics of a true friend?</p>	<p>Physical</p> <p>To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p> <p>What triggers disagreements between friends and within friendship groups?</p> <p>What might be the best way to resolve conflict in friendships?</p> <p>How should we react if we or others feel lonely or excluded?</p>	<p>Spiritual</p> <p>To celebrate the joy and happiness of living in friendship with God and others.</p> <p>How does the gift of Reconciliation help restore friendship with God and others?</p> <p>St Francis de Sales said:</p> <p>"A quarrel between friends when made up, adds a new tie to friendships." How would you explain this quote to your friends and others?</p>
<p>Vocabulary</p>	<p>Social and Emotional</p> <p>God-given</p> <p>Community</p> <p>Belonging</p> <p>Emotions</p> <p>Welcoming</p> <p>Loyalty</p> <p>Generous</p> <p>Choose wisely</p>	<p>Physical</p> <p>God-given</p> <p>Difficulties</p> <p>Articulating</p> <p>Choosing wisely</p> <p>Selfless</p> <p>Generous</p> <p>Safety</p>	<p>Spiritual</p> <p>Celebrate</p> <p>Community</p> <p>CAFOD</p> <p>Food Bank</p> <p>Charities</p> <p>Mission Statement</p> <p>Holy Spirit</p>
<p>Relationships</p> <p>PSHE</p> <p>Key Texts; All Welcome Here</p> <p>My religion, Your religion</p>	<p>What makes a community and family?</p>	<p>Why should we be healthy?</p>	<p>How and what keeps use safe?</p>
<p>Online Relationships</p>			

	To think about themselves and being part of a respectful and loving community and to:	To think about themselves and staying healthy	To think about themselves and staying healthy and safe, and to learn from their experiences e.g
Physical Health and Wellbeing	<ul style="list-style-type: none"> • know about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good • to recognise how families differ from each other (including that not every family has the same structure, e.g single parents, same sex parents, step parents, blended parents, foster and adoptive parents) • to recognise how common features of positive family life often include shared experiences, e.g celebrations, special days or holidays • to recognise how they belong to different groups and communities e.g friendship, faith, clubs, classes/year groups • to recognise what is meant by a diverse community; how different groups make up the wider/local community around the school • to recognise how the community helps everyone to feel included and values the different contributions that people make. • to recognise how to be respectful towards people who may live differently to them. 	<ul style="list-style-type: none"> • know how to be active on a daily and weekly basis - how to balance time online with other activities • know how lack of sleep can affect the body and mood and simple routines that support good quality sleep • explain what it means to be physically active and different types of physical activity • know how to eat a healthy diet and the benefits of nutritionally rich foods. Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • recognise that adverts are designed to influence food and drink choices • explain to the children that food and drinks (except water) provide energy for the body so that we can grow, be active and stay healthy • what good physical health means and that common illness can be treated with the right care • pupils also develop their knowledge and understanding of how vaccinations and immunisation can work to stop disease spreading and protect people from infection • to know the importance of taking medicines correctly and know drugs 	<ul style="list-style-type: none"> • know to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about). • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable. How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how to ask for advice or help for themselves or others, and to keep trying until they are heard
Mental Health			
Internet Safety and Harms			
Physical Health and Fitness			
Healthy Eating			
Drugs, Alcohol and tobacco			
Health and Prevention			
Basic First Aid			

		<p>are common to everyday living for some people</p> <ul style="list-style-type: none"> • be aware of and know about sun safety rules and how to reduce their risks of exposure to the sun • Recognising our uniqueness through personal strengths and achievements as well as managing and reaffirming setbacks 	<ul style="list-style-type: none"> • know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • how to use the internet safely and make safe and reliable choices online • learn about the internet can also be a negative place where online abuse, negative impact on mental health • Know concepts of basic first-aid e.g. dealing with common injuries, including head injuries • conduct a primary survey place a casualty who is unresponsive and breathing normally into the recovery position identify when it is necessary for CPR to be given (when a casualty is unresponsive and not breathing normally) seek medical help. Bites and Stings • ensure that all students are able to maintain the safety of themselves and others.
Key Vocabulary	family, VIP's, respect, kindness, kindly, important, care, thought, friends, actions, friendship, community, similarities, differences, groups, friendships, faith, clubs, classes, year	Healthy diet, nutrition, oral hygiene, balanced diet, choices, eat and drink, influences, help and advice, healthy choices, unhealthy choices, habits, maintain, change or stop, exercise, walking, cycling, positivity/negativity body language, feelings.	Home, school, our bodies, medicines, household products, hazards, harm, injury, risk, reduce risk, seatbelt, protected,

	groups, diverse, wider/local community, included, valued, contributions.		uncomfortable, safe, rules, react, respond, emergency,
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Year 4			
Concept	Autumn	Spring	Summer
RSE	God love us in our differences		
Whole Year Focus	To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.		
Key Skills	Respecting, encouraging, recognising, appreciating, celebrating and relating		
RSE	Social and Emotional	Physical	Spiritual
Relationships	To describe how we all should be accepted and respected.	To describe how we should treat others making links with the diverse modern society we live in.	To celebrate the uniqueness and innate beauty of each of us
Families and People Who Care for me	In what ways is being polite and courteous helping to make a better world to live in?	How do we respect others, even when they are different from ourselves: physically, ethnically, culturally or in religious beliefs?	What are your special qualities, gifts and talents?
Caring Friendships	How should we include everyone and celebrate each other's differences in school, home and communities?	Is it the right thing to pressurise someone into doing something they would not be comfortable doing? e.g. keeping a secret that is not right to keep?	Why are being honest, truthful and having integrity positive attributes?
Respectful Relationships		How can we recognise the innate dignity of every person and ask God to help us to see it?	How can your gifts be used for the Common Good?
Vocabulary	Social and Emotional	Physical	Spiritual

	Belief Gifts Talents stereotype Acceptance Cultural Courtesy Sensitivity Dignity	Gifts Talents Change Religious Bullying Polite & manners Dignity Uniqueness Society	Special qualities Positive attributes Common Good Honest Truthful Integrity Self-perceptions
PSHE Relationships	What strengths, skills and interests do we have? How do we treat each other with respect? Books Fussy Freda Re- A Crayon Story	How do we manage our feelings? How do we grow and change? Books The Lion Inside	How can our choices make a difference to others and the environment? How can we manage risk in different places? Books Be Plastic Clearer
Online Relationships Being Safe Physical Health and Wellbeing Mental Health	To think about themselves and their strengths and respect for others, and to learn from their experiences e.g; <ul style="list-style-type: none"> to describe how we all should be accepted and respected to describe how we should treat others making links with the diverse modern society we live in to celebrate the uniqueness and innate beauty of each of us how to model being polite and courteous in different situations 	<ul style="list-style-type: none"> To think about themselves and how to manage feelings through growing and change learn from their experiences e.g; know about managing feelings and emotions in different situations know about getting help, advice and support with feelings and emotions know about ways of expressing feelings and emotions and why this is important know how everyday things can affect feelings and how to respond 	<ul style="list-style-type: none"> To think about themselves and choices made-the impact on others and the environment, and to learn from their experiences e.g; know how you can control your own online reputation know how you can build safe online relationships know how to respond to hurtful behaviour including online and ways to report concerns if uncomfortable

Internet Safety and Harms	<p>and recognise the respectful behaviour they should receive in return</p> <ul style="list-style-type: none"> • know about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) know the rights that children have and why it is important to protect these know how to recognise, predict, assess and manage risk in different situations e.g. water safety • now that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	<p>proportionately to, and manage, feelings in different circumstances</p> <ul style="list-style-type: none"> • know ways of managing feelings at times of loss, grief and change • know how to access advice and support to help manage their own or others' feelings know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • describe the benefits of physical activity on body (physical) and mind (mental) health know how people have a shared responsibility to help protect the world around them • know how everyday choices can affect the environment • know how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) impacting on wellbeing Know the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • know how to show care and concern for others (people and animals) • know how to carry out personal responsibilities in a caring and compassionate way • identify who or what might influence choices about food • explain the effects different foods can have on bodies • recognise where to find reliable information about food and drinks 	<p>about someone's behaviour online</p> <ul style="list-style-type: none"> • to explain how my online identity can be different to the identity we present in real life • know to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about). • how people's behaviour affects themselves and others, including online • exploring digital footprints and how online data is shared / used • learn about the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • learn how to identify and report concerns and get support with issues online • learn about caffeine, alcohol and cigarettes/e-cigarettes including their associated risks and effects. pupils develop their knowledge of related laws and guidelines
Physical Health and Fitness			
Drugs, alcohol and tobacco			
Health Prevention			
Basic First Aid			

		<ul style="list-style-type: none"> • explore where food comes from and how it is produced. That we eat different food in different amounts Know how to be safe in the kitchen • exploring aspects of puberty including physical and emotional changes. 	<ul style="list-style-type: none"> • what good physical health means and that common illness can be treated with the right care including good oral hygiene and dental health pupils also develop their knowledge and understanding of how vaccinations and immunisation can work to stop disease spreading and protect people from infection • to know the importance of taking medicines correctly and know drugs are common to everyday living for some people • be aware of and know about sun safety rules and how to reduce their risks of exposure to the sun • explain why sleep is important for a healthy lifestyle • explain some facts about sleep- the average number of hours required for age ranges to be ready and alert for the next day • how to make a clear and efficient call to emergency services Concepts of basic first-aid e.g. dealing with common injuries, including head injuries
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			<ul style="list-style-type: none"> • conduct a primary survey place a casualty who is unresponsive and breathing normally into the recovery position identify when it is necessary for CPR to be given (when a casualty is unresponsive and not breathing normally) seek medical help. • Asthma Identify a casualty who is having an asthma attack assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack understand when to seek medical help for a casualty who is choking
<p>Key Vocabulary</p>	<p><u>What strengths, skills and interests do we have?</u></p> <p>Personal qualities, individuality, develop, self-worth, positivity, self-esteem, personal attributes, strengths, skills, interests, goals, setbacks, mistakes</p> <p>How do we treat each other with respect?</p> <p>behaviour, online, polite, courteous, respectful, rights and responsibilities, privacy, confidence, secret, protect,</p>	<p>How do we manage our feelings?</p> <p>Everyday things, different levels, intensity, expressing feelings, respond, proportionately, manage, loss, grief, change, advice, support, help, other feelings.</p> <p>How do we grow and change?</p> <p>Puberty, menstruation, menstrual well-being, emotions, feelings, personal hygiene, advice, support, growing and changing.</p>	<p>How can our choices make a difference to the environment?</p> <p>shared responsibility, protect, world, choices, environment, buy, spend, money, Fairtrade, single use plastics, thoughts, ideas, discussion, topical issues, care, concern, others, animals, personal responsibilities, compassionate.</p> <p>How can we manage risk in different places?</p> <p>recognise, predict, assess, manage risk, local environment, less familiar,</p>

	included, discrimination, exclusion, disrespect, aggressive behaviour, inappropriate behaviour, unwanted contact.		rail, water, road, fire, sun safety, digital devices, influenced, peers, behaviour, inappropriate online content, rules, restrictions, laws, anti- social aware.
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Year 5			
Concept	Autumn	Spring	Summer
RSE	God loves us in our changing and developing		
Whole Year Theme	To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives		
Key Skills	respecting, adapting, relating, developing, considering, supporting, deciding, accepting and helping		
RSE	Social and Emotional	Physical	Spiritual
Relationships	To show knowledge and understanding of emotional relationship changes as we grow and develop.	To show knowledge and understanding of the physical changes in puberty.	To celebrate the joy of growing physically and spiritually
Families and People who care for me	List any behaviour changes you recognise as you are growing.	How do we recognise the emotional, internal and external changes that happen during puberty?	What difficulties might you face as your body changes and grows?
Caring Friendships		Why do we think we might need to change our hygiene routines during the time of	What does it mean to grow holistically, e.g. physically, socially,

<p>Respectful relationships</p>	<p>If a friend was struggling with their self-confidence and self-esteem, what would you advise them to do?</p> <p>Where would you go and/or who would you go to for advice or to report concerns for yourself or on behalf of a friend because you are worried about being unsafe, feeling uncomfortable or concerned for your own or their mental health and wellbeing?</p>	<p>puberty; why is it important to keep clean and maintain a good personal hygiene?</p> <p>How do we know what physical contact is appropriate, inappropriate or unsafe? Can this be extended to other forms of contact and what might these be?</p> <p>As we grow and change, how do we recognise the God of love who journeys with us?</p>	<p>emotionally, intellectually and spiritually?</p>
<p>Vocabulary</p>	<p>Social and Emotional</p> <p>Sensitivity Puberty Presence Celebrate Biological Respect Ovulation</p>	<p>Physical</p> <p>God Sensitivity Puberty Reproduction Menstrual cycle /period Hormones Female and male body parts</p>	<p>Spiritual</p> <p>Affectionate love Selfless love Sexual love Holy Spirit Emotional growth Physical growth Spiritual growth Social growth</p>
<p>PSHE Relationships</p> <p>Key Texts; House for Everyone</p> <p>Are You a Tomato? The Odd Egg</p> <p>My Family's Changing</p> <p>The Whisper</p>	<p>What makes up a person's identity?</p>	<p>How can drugs common to everyday life affect health and wellbeing?</p>	<p>What jobs do we like?</p>

Careers Handbook			
Online	<p>To think about themselves and their identity, and to learn from their experiences with money e.g;</p>	<p>To think about how to behave in an emergency and how everyday drugs can affect health and well being</p>	<p>To think about carers in the future, and to learn from their experiences.</p>
Being Safe	<p>how to recognise and respect similarities and differences between people and what they have in common with others</p> <ul style="list-style-type: none"> • that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) 	<p>how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p> <ul style="list-style-type: none"> • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal 	<ul style="list-style-type: none"> • know about the skills, attributes, qualifications and training needed for different jobs • know how to question and challenge stereotypes about the types of jobs people can do
Physical Health and Wellbeing	<ul style="list-style-type: none"> • how individuality and personal qualities make up someone’s identity • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others 	<ul style="list-style-type: none"> • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs 	<ul style="list-style-type: none"> • explain the importance of keeping healthy habits and balancing different types of activities
Mental Wellbeing	<ul style="list-style-type: none"> • how to challenge stereotypes and assumptions about others 	<ul style="list-style-type: none"> • how people can prevent or reduce the risks associated with them • that for some people, 	<ul style="list-style-type: none"> • identify opportunities to be physically active throughout the day and week

		<p>drug use can become a habit which is difficult to break</p>	
<p>Internet Safety and Harms</p>		<ul style="list-style-type: none"> • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	<ul style="list-style-type: none"> • describe what is meant by a healthy, identify the key factors that contribute to a healthy lifestyle, including the 5 Ways to Wellbeing • recognise positive and negative influences on food choices • establish that we need energy to live and be active
<p>Physical Health and Fitness</p>		<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services • concepts of basic first aid e.g. dealing with common injuries, including head injuries • Bleeding <p>Ensure the safety of themselves and others assess a casualty's condition calmly comfort and reassure a casualty who is bleeding seek medical help if required.</p>	<ul style="list-style-type: none"> • explain that the energy we use, through being active, is also measured in kilojoules (kJ) • explain how to prepare a healthy meal safely within the home Know how to reduce food waste by composting and recycling
<p>Drugs, alcohol and tobacco</p>			<ul style="list-style-type: none"> • know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and Wellbeing
<p>Health Prevention</p>			<ul style="list-style-type: none"> • know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal know how laws surrounding

			<p>the use of drugs exist to protect them and others</p>
<p>Basic First Aid</p>			<ul style="list-style-type: none"> • explain why people choose to use or not use different drugs or to stop smoking and the support available to help people if they have concerns about any drug use • to focus on a range of healthy lifestyle choices and risks Including: sun safety; medicines, vaccinations, immunisations and allergies • explain and describe bedtime routines that help improve sleep e.g. relaxing, calming activities before bed, such as reading, meditating, etc
<p>Key Vocabulary</p>	<p>personal identity, recognising individuality, different qualities, mental wellbeing, race, sex, gender, family,</p>	<p>drugs, smoking, vaping, nicotine, alcohol, caffeine, medicines, health and wellbeing,</p>	<p>identifying, job interests, ambition, future, career, achieving, influence, pay, working conditions, personal</p>

	faith, culture, hobbies, likes/dislikes, gender identity, biological sex, recognise and respect, personal qualities, emotional wellbeing, participation, interests, community groups.	laws, restrictions, illegal drugs, prevent, reduce, risks, habit, difficult, support.	interests, strength and qualities, family, values, diversity and inclusion, promote, opportunities, stereotyping, impact, challenge, college, apprenticeships, university, training.
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Year 6			
Concept	Autumn	Spring	Summer
RSE	The wonder of God's love in creating new life		
Whole Year Theme	To develop a sere understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Key Skills Categorising, observing, classifying, listening, questioning, speaking, relating, respecting, thinking, identifying, accepting, empathising, understanding, communicating, presenting, evaluating and researching		
RSE	Social and Emotional	Physical	Spiritual
Relationships	To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.	To explain how human life is conceived What are the key building blocks of a loving relationship? How does conception take place?	To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships
Families and People Who Care for Me			What are the characteristics of positive respectful relationships?
Caring Friendships	What does it mean to be patient, kind and never jealous?		When building relationships online, how can we recognise risks, such as inappropriate images, language, and
Respectful Relationships	Explain what it means that love finds its joy in the truth, is always ready to make		

	allowances, endure, whatever comes and never comes to an end?		behaviour, and to who and how we would report these? How can we discover the presence of God in family and friends?
Vocabulary	Social and Emotional God Christian appropriate dignity sexuality intercourse conceive fiancé/fiancée		Spiritual Old Testament Freedom Fiancée/fiancé Life-long relationships Order of Service Commitment Beatitudes
PSHE Relationships Key Texts; Help Your Dragon Deal with Anxiety Everyone wants to be loved	How do the media influence people? How do friendships change as we grow?	How can we remain healthy as we grow into adults?	What will change as we become more independent?
<ul style="list-style-type: none"> Online Relationships 	To think about themselves and how the media can influence their decisions and be ready to be a Digital Citizen, and to learn from their experiences with money	To think about themselves and how to stay healthy as we grow and change, and to learn from their experiences e.g;	that people have different kinds of relationships in their lives, including romantic or intimate relationships
<ul style="list-style-type: none"> Being Safe 			<ul style="list-style-type: none"> that people who are attracted to and love each other can be of any ethnicity or faith;

<ul style="list-style-type: none"> Physical Health and Wellbeing 	<ul style="list-style-type: none"> know how you can make informed decisions online and explain if you trust everything you read online what the information online says about us to know how you can be a good Digital Citizen to know what the information online says about us and how you would deal with online bullying to show understanding of how to make informed decisions online and whether you can trust everything you read online to know how information online is targeted, understanding there are different types of media and ways to report unsafe content know how friends and family communicate together; how the internet and social media can be used positively. Know about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family know that for most people the internet is an integral part of life and has many benefits recognise and manage the benefits of rationing time spent online, the risks of excessive 	<ul style="list-style-type: none"> recognise how to seek support and advice in relation to physical activity explain the benefits of living a balanced lifestyle recognise some of the challenges to leading a balanced lifestyle and describe how people can manage these, including seeking support know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise know the risks associated with an inactive lifestyle (including obesity) know how and when to seek support including which adults to speak to in school if they are worried about their health describe how people can manage less helpful influences when making choices about food describe some of the ways that home-cooked explain that food might be healthier than ready-made (takeout/prepared) food know what constitutes a healthy diet (including understanding calories and other nutritional content) know the principles of planning and preparing a range of explain the characteristics of a poor diet and risks associated with unhealthy eating (including, for 	<p>the way couples care for one another</p> <p>that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <ul style="list-style-type: none"> that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime how puberty relates to growing from childhood to adulthood how growing up and becoming more independent comes with increased opportunities and responsibilities how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
<ul style="list-style-type: none"> Mental Health 			
<ul style="list-style-type: none"> Internet Safety and Harms 			
<ul style="list-style-type: none"> Physical Health and Fitness 			
<ul style="list-style-type: none"> Drugs, alcohol and tobacco 			
<ul style="list-style-type: none"> Health Prevention 			
<ul style="list-style-type: none"> Basic First Aid 			

	<p>time spent on electronic devices and the impact of them</p> <ul style="list-style-type: none"> • negative content online on their own and others' mental and physical wellbeing • recognise how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • recognise that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • know where and how to report concerns <p>how friendships may change as they grow and how to manage this</p>	<p>example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <ul style="list-style-type: none"> • know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking • age-appropriate drug and alcohol education • know legal and illegal drugs, other than medicines, and the associated effects and risks • explore how the risk of drug use may vary depending on factors such as the strength of the drug, how much is taken and how often, the person and the situation. age-appropriate drug and alcohol • explain different influences and ways to manage these influences and ways to respond, including how to do so assertively in a range of situations. • explain how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • know about safe and unsafe exposure to sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. identify how sleep patterns and needs might change during puberty • explain about dental health and the • explain personal hygiene and germs including bacteria, viruses, how they 	
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		<p>are spread and treated, and the importance of handwashing</p> <ul style="list-style-type: none"> • explain the facts and science relating to allergies, immunisation and vaccination • how to make a clear and efficient call to emergency services if necessary. concepts of basic first aid, for example dealing with common injuries, including head injuries. • recognise when someone is choking administer first aid to a casualty that is choking (including back blows and tummy thrusts) seek medical help if required for a choking casualty. maintain the safety of themselves and others before administering any first aid. 	
<p>Key Vocabulary</p>	<p><u>How does media influence people?</u> Online, thoughts, feelings, actions, social media, distribution, images, manipulated, invented, strategies, reliable, safe, suspicious, influence, debate, decisions, appropriate, age-related</p> <p><u>How do friendships change as we grow?</u> Relationships, attracted to, changing and growing, adulthood, independence, romantic, intimate, positive friendships, wellbeing, empathy, support</p>	<p>Healthy lifestyle, healthy diet, healthy meals, responsibility, personal hygiene, spread of infection, mental and physical health, positive friendships, balance, dental hygiene, sleep, sun safety,</p>	<p>Different kinds of relationships, gender, ethnicity, faith, couples, committed relationship, marriage, civil partnership, increased opportunities and responsibilities, reproductive organs, process, birth, secondary school, transition, managing change.</p>