

*Loving God in all we do*

**St Anne’s Catholic Primary School**

**PSHE/RSHE Whole School Topic Map**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |  |
| **Nursery** | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.    Develop their sense of responsibility and membership of a community    Become more outgoing with unfamiliar people, in the safe context of their setting.    Show more confidence in new social situations    Play with one or more other children, extending and elaborating play ideas    Increasingly follow rules, understanding why they are important.    Be increasingly independent in meeting their own need, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. | Show more confidence in new social situations    Play with one or more other children, extending and elaborating play ideas      Understand gradually how others might be feeling.    Increasingly follow rules, understanding why they are important.    Make healthy choices about food, drink,activity and toothbrushing. | Play with one or more other children, extending and elaborating play ideas    Increasingly follow rules, understanding why they are important.    Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.    Understand gradually how others might be feeling.    Remember rules without needing an adult to remind them. | Understand gradually how others might be feeling.    Play with one or more other children, extending and elaborating play ideas      Increasingly follow rules, understanding why they are important.    Remember rules without needing an adult to remind them. | Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.    Play with one or more other children, extending and elaborating play ideas    Remember rules without needing an adult to remind them.    Develop appropriate ways of being assertive.    Understand gradually how others might be feeling. | Talk with others to solve conflicts.    Understand gradually how others might be feeling.    Increasingly follow rules, understanding why they are important.    Play with one or more other children, extending and elaborating play ideas    Remember rules without needing an adult to remind them. | Consolidate skills in preparation for Reception |
| **Reception** | \*Relationships \*Sharing and turn taking  \*Interacting/ playing with others  \*Building confidence with children/ staff  \*Discussion of right/ wrong/ rules in school  \*Toileting  \*Respect  \*Personal hygiene  \*Healthy eating    **RSHE-Physical**  to recognise that we are all different and unique | \*Relationships  \*Emotions  \*Perspective  \*Sharing and turn taking  \*Interacting/ playing with others  \*Building confidence with children/ staff  \*Discussion of right/ wrong/ rules in school  \*Toileting  \*Respect  \*Personal hygiene  \*Toothbrushing  \*Getting dressed/undressed | \*Resilience and perseverance  \*Independence  \*Relationships  \*Emotions  \*Perspective  \*Sharing and turn taking  \*Managing risks  \*Interacting/ playing with others  \*Building confidence with children/ staff  \*Discussion of right/ wrong/ rules in school  \*Toileting  \*Respect  \*Personal hygiene  **RSHE -Social and Emotional**  To recognise the joy of being a special person in my family | \*Consequences  \*Resilience and perseverance  \*Independence  \*Relationships  \*Emotions  \*Perspective  \*Sharing and turn taking  \*Managing risks  \*Interacting/ playing with others  \*Building confidence with children/ staff  \*Discussion of right/ wrong/ rules in school  \*Toileting  \*Respect  \*Personal hygiene | \*Transitions  \*Resilience and perseverance  \*Independence  \*Relationships  \*Emotions  \*Perspective  \*Sharing and turn taking  \*Managing risks  \*Interacting/ playing with others  \*Building confidence with children/ staff  \*Discussion of right/ wrong/ rules in school  \*Toileting  \*Respect  \*Personal hygiene  **RSHE- Spiritual**  To celebrate the joy of being a special person in God’s family | **Self-Regulation**  \*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  \*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. \*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Managing Self**  \*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  \*Explain the reasons for rules, know right from wrong and try to behave accordingly.  \*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  **Building Relationships**  \*Work and play cooperatively and take turns with others.  \*Form positive attachments to adults and friendships with peers.  \*Show sensitivity to their own and to others’ needs |  |
| **Year 1** | Health & Well-Being    Healthy lifestyles (Physical wellbeing)    Mental Health  RSHE – Spiritual  To celebrate how God loves and cares for us  Ourselves, growing & changing  Keeping Safe  (Forest School) | | Relationships  RSHE- Social and Emotional  To recognise signs that I am loved by my family.    Learning opportunities in relationships  Managing Hurtful behaviour & bullying  Safe relationships  Respecting self and others | | Living in the Wider World    Shared responsibilities  RSHE-Physical  To recognise how I am cared for and kept safe by my family.  Communities  Media literacy & digital resilience  Economic well-being: Money  Economic well-being- Aspirations, work and career | | |
| **Year 2** | Living in the wider world  Shared responsibilities  Communities  RSHE-Social and Emotional  LI: To recognise the joy and friendships of belonging to a diverse community  Media literacy & digital resilience  Economic wellbeing: Money  Economic wellbeing: Aspirations, work and career | | Health & Well-Being  Healthy lifestyles (physical wellbeing)  Mental Health  Ourselves, growing and changing  Keeping safe  RSHE- Physical  LI: To describe ways of being safe in the community  Drugs, alcohol & tobacco | | Relationships  Learning opportunities in relationships  Managing hurtful behaviour and bullying  Safe relationships  Respecting self and others  RSHE- Spiritual  LI: To celebrate ways of meeting God in our communities. | | |
| **Year 3** | Health & Well-Being  Healthy lifestyles (physical wellbeing)    Mental Health    Ourselves, Growing and Changing    Keeping Safe  **Physical**  To describe and give reasons why friendships can break down, how they can be repaired and strengthened. | | Relationships    Learning opportunities in relationships    Friendships    Safer Relationships    Respecting self and others  **Social and Emotional**  To describe and give reasons how friendships make us feel happy and safe. | | Living in the Wider World  Shared responsibilities    Communities  Media literacy & digital resilience    Economic wellbeing- money    Economic wellbeing: Aspirations, work and career  **Spiritual**  To celebrate the joy and happiness of living in friendship with God and others. | | |
| **Year 4** | Health & Well-Being  Healthy Lifestyles (physical wellbeing)  Ourselves, growing and changing  Shared Responsibilities  RHSE – Physical  Communities    LI To describe how we should treat others making links with the diverse modern society we live in.    Keeping Safe  Media Literacy & Digital Resilience (ICT) | | Living in the Wider World  Economic well-being: Aspirations, work and career  RHSE – Social and Emotional  Managing hurtful behaviour and bullying. Respecting self and others  LI: To describe how we should be accepted and respected.  Shared Responsibilities  Media Literacy & Digital Resilience  (ICT)  Friendships | | Relationships  RHSE - Spiritual  Ourselves, growing and changing  LI: To celebrate the uniqueness and innate beauty of each of us.  Keeping Safe  Economic well-being: Money  Media Literacy & Digital Resilience (ICT) | | |
| **Year 5** | **Health & Well-Being**  Physical Lifestyles.  Mental Health  Ourselves, growing and changing.  Drugs, alcohol & tobacco.  Making good choices to benefit physical and mental health.  RSHE Physical  LI: To show knowledge and understanding of the physical changes in puberty. | | **Relationships**  Learning opportunities in relationships.  Managing hurtful behaviour and bullying.  Safe relationships.  Respecting self and others.  RSHE – Social and Emotional  LI To show knowledge and understanding of emotional relationship changes as we grow and develop. | | **Living in the Wider World**  Shared responsibilities  Communities  Media Literacy and digital resilience.  Economic Wellbeing – Money  Economic Wellbeing – Aspirations, work and care.  RSHE Spiritual  LI: To celebrate the joy of growing physically and spiritually. | | |
| **Year 6** | Health and Well Being  RSHE - Spiritual  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.  Healthy Lifestyles  Mental Health  Keeping Safe  Drugs, Alcohol and Tobacco  Shared Responsibilities  Media Literacy and Digital Resilience | | Relationships  RSHE – Social and Emotional  To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.  Learning Opportunities in Relationships  Safe Relationships | | Living in the Wider World  RSHE – Physical  To explain how human life is conceived.  Ourselves, Growing and Changing  Respecting Self and Others  Communities  Economic Wellbeing – Money  Economic Wellbeing – Aspirations, Work and Career | | |