

*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 HealthRSHE – SpiritualTo celebrate how God loves and cares for usOurselves, growing & changing Keeping Safe (Forest School) | RelationshipsRSHE- Social and EmotionalTo recognise signs that I am loved by my family. Learning opportunities in relationships Managing Hurtful behaviour & bullyingSafe relationshipsRespecting self and others   | Living in the Wider World Shared responsibilitiesRSHE-PhysicalTo recognise how I am cared for and kept safe by my family. CommunitiesMedia literacy & digital resilience Economic well-being: Money  Economic well-being- Aspirations, work and career |
| **Year 2** | Living in the wider worldShared responsibilitiesCommunitiesRSHE-Social and Emotional LI: To recognise the joy and friendships of belonging to a diverse communityMedia literacy & digital resilienceEconomic wellbeing: MoneyEconomic wellbeing: Aspirations, work and career | Health & Well-BeingHealthy lifestyles (physical wellbeing)Mental HealthOurselves, growing and changingKeeping safeRSHE- PhysicalLI: To describe ways of being safe in the communityDrugs, alcohol & tobacco | RelationshipsLearning opportunities in relationshipsManaging hurtful behaviour and bullyingSafe relationshipsRespecting self and othersRSHE- Spiritual LI: To celebrate ways of meeting God in our communities. |
| **Year 3** | Health & Well-BeingHealthy 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 WorldShared responsibilities CommunitiesMedia 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-BeingHealthy Lifestyles (physical wellbeing)Ourselves, growing and changingShared ResponsibilitiesRHSE – 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 WorldEconomic well-being: Aspirations, work and careerRHSE – Social and Emotional Managing hurtful behaviour and bullying. Respecting self and othersLI: To describe how we should be accepted and respected.Shared ResponsibilitiesMedia Literacy & Digital Resilience (ICT)Friendships | RelationshipsRHSE - Spiritual  Ourselves, growing and changingLI: To celebrate the uniqueness and innate beauty of each of us.Keeping SafeEconomic well-being: MoneyMedia Literacy & Digital Resilience (ICT) |
| **Year 5** | **Health & Well-Being**Physical Lifestyles.Mental HealthOurselves, growing and changing.Drugs, alcohol & tobacco.Making good choices to benefit physical and mental health.RSHE PhysicalLI: 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 EmotionalLI To show knowledge and understanding of emotional relationship changes as we grow and develop. | **Living in the Wider World**Shared responsibilitiesCommunitiesMedia Literacy and digital resilience.Economic Wellbeing – MoneyEconomic Wellbeing – Aspirations, work and care.RSHE SpiritualLI: To celebrate the joy of growing physically and spiritually. |
| **Year 6** | Health and Well BeingRSHE - SpiritualTo 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 LifestylesMental HealthKeeping SafeDrugs, Alcohol and TobaccoShared ResponsibilitiesMedia Literacy and Digital Resilience  | RelationshipsRSHE – Social and EmotionalTo 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 RelationshipsSafe Relationships | Living in the Wider WorldRSHE – PhysicalTo explain how human life is conceived.Ourselves, Growing and ChangingRespecting Self and OthersCommunitiesEconomic Wellbeing – MoneyEconomic Wellbeing – Aspirations, Work and Career |