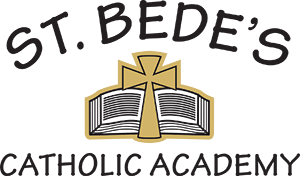
St Bede’s Catholic Academy

**Relationships Education, Relationships**

**and Sex Education (RSE) and Health Education**



St Bede’s Catholic Academy **Lower Foundation Stage**  PSHE Scheme of Work

Academic Year: Teacher:

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **10:10** | **Autumn** | | | **Spring** | | | **Summer** | |
| * Story Sessions – Handmade with Love * Role Model * Who’s Who? * You’ve got a Friend in Me * Forever Friends * Self-image and Online Identify | | | * Safe Inside and Out * My Body, My Rules * Feeling Poorly * People Who Help Us * Online Reputation * Courtesy and Manners * Healthy Eating | | | * God is Love * Loving God, Loving Others * Me, You, Us * Online Bullying * Online Relationships * THINK – Tales of the Road * Being Safe in the Sun | |
| **Commando Joes**  **Team Building** | Charlie Communication | | | Elliot Excellence  (Try my best) | | | Romeo Resilience | |
| **Additional Events**  (Subject to change of date/term) | September-NSPCC Speak out Stay Safe  September-NSPCC Pants  October-Black History Month  November – Fire Safety visit  November – Remembrance Day  November Anti-Bullying Week  November – UKS2 – Parliament Week  November – Road Safety Week | | | Februry -LGBT+ Month  February – Children’s Mental Health Week  February – Safer Internet Day  March – Beep Beep Day -EYFS & KS1  April – Dog’s Trust | | | May – Mental Health Awareness Week  June – Rail Safety  June – Water Safety | |
|  | | **Diocesan Themes** | | | | | | |
| **Moral** | **Spiritual** | | **Physical** | **Emotional** | | **Social** |
| **Diocesan Themes**  **EYFS** | | I can:   1. Say ’please’ and ‘thankyou’ 2. Say ‘sorry’ 3. Show care for others | I know:   1. That God loves me and I can talk to God through prayer 2. What I am good at | | I know:   1. That I am living and growing   I can:   1. Name similarities and differences between myself and others 2. Keep clean by washing and drying my hands | I know:   1. What I like and dislike   I can:   1. Say how I feel at different times | | I know:   1. Who can help me in school 2. That I belong to a family and can name my family members   I can:   1. Identify special people (family, carers, friends) in my life 2. Show friendly behaviour towards others |
| **Development Matter PSED**  **3-4** | | * Talk with others to solve conflicts * Develop their sense of responsibility and membership of a community. |  | |  |  | | * Play with one or more other children, extending and elaborating play ideas. * Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. |

St Bede’s Catholic Academy  **Upper Foundation Stage** PSHE Scheme of Work

Academic Year: Teacher:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **10:10** | **Autumn** | | **Spring** | | | **Summer** | |
| * Story sessions * Handmade with Love * I am Me * Heads, shoulders knees and toes * Ready Teddy? * Stepping Stones to Road Safety * Healthy, wellbeing and lifestyle | | * I like, you like, we all like * All the feelings * Let’s get real * Growing up Managing online Information * Privacy and Security * THINK – Be Bright, Be Seen | | | * God is Love * Loving God, Loving Others * Me, You, Us * What is the Internet? * Playing online * Copyright and Ownership * THINK – road rangers * Being Safe in the Sun | |
| **Commando Joes**  **Team Building** | If your happy and you know it | | Twinkle Twinkle | | | Incy Wincy Spider | |
| **Additional Events**  (Subject to change of date/term) | September-NSPCC Speak out Stay Safe  September-NSPCC Pants  October-Black History Month  November – Fire Safety visit  November – Remembrance Day  November Anti-Bullying Week  November – UKS2 – Parliament Week  November – Road Safety Week | | Februry -LGBT+ Month  February – Children’s Mental Health Week  February – Safer Internet Day  March – Beep Beep Day -EYFS & KS1  April – Dog’s Trust | | | May – Mental Health Awareness Week  June – Rail Safety  June – Water Safety | |
|  | **Diocesan Themes** | | | | | | |
| **Moral** | **Spiritual** | | **Physical** | **Emotional** | | **Social** |
| **Diocesan Themes**  **EYFS** | I can:   1. Talk about the good things in my life 2. Be patient when I do not always get what I want straight away | I know:   1. That I am made by God 2. That Jesus cares for me and I am part of God’s family 3. That Jesus tells us to love one another | | I know:   1. That a baby grows inside its mother’s womb before birth   I can:   1. Identify living things | I know:   1. What I like and dislike   I can:   1. Say how I feel at different times | | I know:   1. When people are being unkind to me and others and how to respond   I can:   1. Ask questions about the wider world |
| **Development Matter PSED**  **Reception & ELG** | * Show resilience and perseverance in the face of challenge. * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. |  | |  | * See themselves as a valuable individual. * Express their feelings and consider the feelings of others. * Identify and moderate their own feelings socially and emotionally. * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | | * See themselves as a valuable individual. * Build constructive and respectful relationships. * Show resilience and perseverance in the face of challenge. * Think about the perspectives of others. * Manage their own needs. * 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. |

St Bede’s Catholic Academy **Year 1** PSHE Scheme of Work

Academic Year: Teacher:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **10:10** | **Autumn** | | **Spring** | | | **Summer** | |
| * Online Safety (Computing) * Story Sessions – Let the Children Come * God Loves You * Special People * Self-image and Online Identify * Money Matters * Dental Hygiene and Healthy Eating * Courtesy and Manners | | * Treat Others Well…and Say Sorry * Real Life Online * Good and Bad Secrets * Physical Contact * Online Relationships * Online Reputation * Where Money Comes From * Looking After Money | | | * Harmful Substances * Can You Help Me? Part 1 and 2 * Three in One * Who is my Neighbour? * The Communities We Live In * Online Bullying * THINK – Safety First * NSPCC PANTS (Sexual Harassment | |
| **Commando Joes**  **Team Building** | **Lion and Me**  Self-awareness, Empathy, Resilience | | **Steve Backshall and Me**  Teamwork | | | **Traditional Tale**  Communication, Excellence | |
| **Additional Events**  (Subject to change of date/term) | September-NSPCC Speak out Stay Safe  September-NSPCC Pants  October-Black History Month  November – Fire Safety visit  November – Remembrance Day  November Anti-Bullying Week  November – UKS2 – Parliament Week  November – Road Safety Week | | Februry -LGBT+ Month  February – Children’s Mental Health Week  February – Safer Internet Day  March – Beep Beep Day -EYFS & KS1  April – Dog’s Trust | | | May – Mental Health Awareness Week  June – Rail Safety  June – Water Safety | |
|  | **Diocesan Themes** | | | | | | |
| **Moral** | **Spiritual** | | **Physical** | **Emotional** | | **Social** |
| **Diocesan themes KS1** | I can:   1. Be courteous, for example, remembering to say, ‘please’ and 2. ‘thank you’ without prompting 3. Be forgiving, able to say sorry to mend relationships 4. Be caring, aware of the needs of others | I know:   1. That I am special because I am made and loved by God 2. That prayer is listening to God as well as talking to Him | | I know:   1. That a baby moves as it grows in its mother’s womb   I can:   1. Describe the similarities and   Differences  between  different people  (general)   1. Say what I should do to keep my body healthy, (exercise, food, teeth, sleep,   keeping clean) | I know:   1. That we all have different likes and dislikes   I can:   1. Name happy and sad times in my life 2. Manage my feelings and behaviour | | I know:   1. Who to go to if I am worried or need help 2. That there are different types of teasing and bullying which are wrong   and unacceptable and how to respond  I can:   1. Recognise what makes people special 2. Be friendly and can make friends 3. Get adult help if someone is hurt |
| **PSHE Association Programme of Study KS2** | **Health and well-being** | | | | | | |
| **Healthy lifestyles (physical wellbeing)** | | | | | | |
| **H1.** about what keeping healthy means; different ways to keep healthy  **H2.** about foods that support good health and the risks of eating too much sugar  **H3.** about how physical activity helps us to stay healthy; and ways to be physically active everyday  **H4.** about why sleep is important and different ways to rest and relax  **H5.** simple hygiene routines that can stop germs from spreading  **H7.** about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health  **H10.** about the people who help us to stay physically healthy  **H11.** about different feelings that humans can experience | | | | | | |
| **Mental Health** | | | | | | |
| **H12.** how to recognise and name different feelings  **H14.** how to recognise what others might be feeling  **H21.** to recognise what makes them special | | | | | | |
| **Ourselves; growing and changing** | | | | | | |
| **H22.** to recognise the ways in which we are all unique  **H23.** to identify what they are good at, what they like and dislike  **H28**. about rules and age restrictions that keep us safe  **H32**. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely | | | | | | |
| **Relationships** | | | | | | |
| **Families and close positive relationships** | | | | | | |
| **R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  **R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried  **R6.** about how people make friends and what makes a good friendship  **R7.** about how to recognise when they or someone else feels lonely and what to do  **R8.** simple strategies to resolve arguments between friends positively  **R9.** how to ask for help if a friendship is making them feel unhappy | | | | | | |
| **Friendships** | | | | | | |
| **R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  **R11.** about how people may feel if they experience hurtful behaviour or bullying  **R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult  **R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  **R15.** how to respond safely to adults they don’t know  **R16.** about how to respond if physical contact makes them feel uncomfortable or unsafe | | | | | | |
| **Managing hurtful behaviour and bullying** | | | | | | |
| **R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard  **R21.** about what is kind and unkind behaviour, and how this can affect others | | | | | | |
| **Safe relationships** | | | | | | |
| **R22.** about how to treat themselves and others with respect; how to be polite and courteous  **R23**. to recognise the ways in which they are the same and different to others  **R24**. how to listen to other people and play and work cooperatively  **R25.** how to talk about and share their opinions on things that matter to them | | | | | | |
| **Living in the Wider World** | | | | | | |
| **Communities** | | | | | | |
| **L4.** about the different groups they belong to  **L5.** about the different roles and responsibilities people have in their community  **L6.** to recognise the ways they are the same as, and different to, other people  **L8**. about the role of the internet in everyday life | | | | | | |
| **Media literacy and digital reslilience** | | | | | | |
| **L14.** that everyone has different strengths  **L15.** that jobs help people to earn money to pay for things  **L16**. different jobs that people they know or people who work in the community do | | | | | | |

St Bede’s Catholic Academy **Year 2** PSHE Scheme of Work

Academic Year: Teacher:

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| **10:10** | **Autumn** | | | **Spring** | | | **Summer** | |
| * Online Safety (Computing) * Story Sessions – Let the Children Come * I am Unique * Girls and Boys * Clean and Healthy * Managing Online Information * Health, Wellbeing and Lifestyle * Spend or Save * Understanding Mental Health * Healthy Eating | | | * Feelings, Likes and Dislikes * Feeling Inside Out * Super Susie Gets Angry * The Cycle of Life * Beginnings and Endings * NSPCC PANTS (Sexual Harassment) * Privacy and Security * Want or Need * Emotions and Feelings * Mental Health Problems – Causes and Signs | | | * God Loves You * Three in One * Who is my Neighbour? * The Communities We Live In * Rules to Help Us * Copyright and Ownership * THINK – Roads away from home * THINK – Road Safety Warriors * Going Shopping * Looking after our mental health * Sun safety | |
| **Commando Joes**  **Team Building** | **Pocahontas**  Empathy, Self-Aware, Communication | | | **The Queen**  Resilience, Passion, Teamwork | | | **Samuel Pepys**  Passion, Communication, Teamwork | |
| **Additional Events**  (Subject to change of date/term) | September-NSPCC Speak out Stay Safe  September-NSPCC Pants  October-Black History Month  November – Fire Safety visit  November – Remembrance Day  November Anti-Bullying Week  November – UKS2 – Parliament Week  November – Road Safety Week | | | Februry -LGBT+ Month  February – Children’s Mental Health Week  February – Safer Internet Day  March – Beep Beep Day -EYFS & KS1  April – Dog’s Trust | | | May – Mental Health Awareness Week  June – Rail Safety  June – Water Safety | |
|  | **Diocesan Themes** | | | | | | | |
| **Moral** | | **Spiritual** | | **Physical** | **Emotional** | | **Social** |
| **Diocesan themes KS1** | I can:   1. Look after myself and show respect to others 2. Be honest, able to tell the truth about my actions 3. Accept that I do not always get what I want 4. Give thanks for the good things in my   life | | I know:   1. That Catholics belong to the Church family and that Jesus cares for all 2. That Jesus tells us to forgive one another 3. That I have individual gifts, talents and abilities, given by God | | I know:   1. That babies change and grow and that there are life stages from conception to death   I can:   1. Identify the needs of people and other living things 2. Describe how to keep safe in the sun | I know:   1. That how I act can have consequences   I can:   1. Talk about my mood and know that   how I am  feeling is a  normal part  of daily life | | I know:   1. That healthy families love, care and protect one another and that there are different family structures and these should be respected. 2. How my behaviour affects other people and that there are appropriate and inappropriate behaviours 3. Recognise the characteristics of positive and negative relationships 4. How to use simple rules for resisting pressure when I feel unsafe or uncomfortable   I can:   1. Recognise that I belong to a variety of communities locally, nationally and globally 2. Show awareness of differences between my life and others in the wider world |
| **PSHE Association Programme of Study KS2** | | **Health and well-being** | | | | | | |
| **Healthy lifestyles (physical wellbeing)** | | | | | | |
| **H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy  **H8.** how to keep safe in the sun and protect skin from sun damage  **H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV  **H10.** about the people who help us to stay physically healthy | | | | | | |
| **Mental Health** | | | | | | |
| **H13.** how feelings can affect people’s bodies and how they behave  **H15.** to recognise that not everyone feels the same at the same time, or feels the same about the same things  **H16.** about ways of sharing feelings; a range of words to describe feelings  **H17.** about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)  **H18.** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good  **H19.** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  **H20.** about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better  **H24.** how to manage when finding things difficult | | | | | | |
| **Ourselves; growing and changing** | | | | | | |
| **H25.** to name the main parts of the body including external genitalia (e.g. vulva,vagina, penis, testicles)  **H26.** about growing and changing from young to old and how people’s needs Change  **H27.** about preparing to move to a new class/year group  **H28**. about rules and age restrictions that keep us safe  **H29.** to recognise risk in simple everyday situations and what action to take to minimise harm  **H30.** about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  **H31**. that household products (including medicines) can be harmful if not used correctly  **H32**. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  **H33.** about the people whose job it is to help keep us safe  **H34.** basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  **H35**. about what to do if there is an accident and someone is hurt  **H36.** how to get help in an emergency (how to dial 999 and what to say | | | | | | |
| **Keeping safe** | | | | | | |
| **H37**. about things that people can put into their body or on their skin; how these can affect how people feel | | | | | | |
| **Relationships** | | | | | | |
| **Families and close positive relationships** | | | | | | |
| **R2.** to identify the people who love and care for them and what they do to help them feel cared for  **R3.** about different types of families including those that may be different to their Own  **R4.** to identify common features of family life | | | | | | |
| **Friendships** | | | | | | |
| **R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  **R14.** that sometimes people may behave differently online, including by pretending to be someone they are not  **R15.** how to respond safely to adults they don’t know  **R16.** about how to respond if physical contact makes them feel uncomfortable orunsafe  **R17**. about knowing there are situations when they should ask for permission and also when their permission should be sought **R18.** about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually) | | | | | | |
| **Safe relationships** | | | | | | |
| **R18.** about the importance of not keeping adults’ secrets (only happy surprisesthat others will find out about eventually)  **R19.** basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe  **R22.** about how to treat themselves and others with respect; how to be polite and courteous  **R23.** to recognise the ways in which they are the same and different to others | | | | | | |
| **Living in the Wider World** | | | | | | |
| **Shared responsibilities** | | | | | | |
| **L1.** about what rules are, why they are needed, and why different rules are needed for different situations  **L2.** how people and other living things have different needs; about the responsibilities of caring for them  **L3.** about things they can do to help look after their environment  **L5.** about the different roles and responsibilities people have in their community | | | | | | |
| **Communities** | | | | | | |
| **L6.** to recognise the ways they are the same as, and different to, other people  **L7.** about how the internet and digital devices can be used safely to find things out and to communicate with others  **L9.** that not all information seen online is true  **L10**. what money is; forms that money comes in; that money comes from different | | | | | | |
| **Media literacy and digital reslilience** | | | | | | |
| **L11.** that people make different choices about how to save and spend money  **L12.** about the difference between needs and wants; that sometimes people may not always be able to have the things they want  **L13.** that money needs to be looked after; different ways of doing this  **L15.** that jobs help people to earn money to pay for things | | | | | | |
| **Economic wellbeing: money** | | | | | | |
| **L17**. about some of the strengths and interests someone might need to do different jobs | | | | | | |

St Bede’s Catholic Academy **Year 3** PSHE Scheme of Work

Academic Year: Teacher:

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| **10:10** | **Autumn** | | **Spring** | | | **Summer** | |
| * Online Safety (Computing) * Story Sessions – Get up! * The Sacraments * Story Sessions – Jesus, my Friend * Friends, Family and Others * Self-image and Online Identify * Where Does Money Come From * Understanding Mental Health * Dental Hygiene and Healthy Eating * Bullying and Friendship | | * When Things Feel Bad * Sharing Online * Chatting Online * Safe in my Body * Drugs, Alcohol, Tobacco * First Aid Heroes * NSPCC PANTS (Sexual Harassment) * Online Relationships * Ways to Pay * Talking about Mental Health * Mental Health Problems – Impact | | | * A Community of Love * What is the Church? * How Do I Love Others? * Online Reputation * Online Bullying * THINK – Road Safety * Reasons to Borrow * Looking After Our Mental Health * Courtesy and Manners | |
| **Commando Joe’s Team Building** | Ed Stafford ‘Walking the Amazon’  **Confidence, self belief, respect** | | Ernest Shackleton ‘Endurance’  **Honesty, resilience, responsibility** | | | Nellie Bly ‘Around the world in eighty days’  **Respect, confidence, justice** | |
| **Additional Events**  (Subject to change of date/term) | September-NSPCC Speak out Stay Safe  September-NSPCC Pants  October-Black History Month  November – Fire Safety visit  November – Remembrance Day  November Anti-Bullying Week  November – UKS2 – Parliament Week  November – Road Safety Week | | Februry -LGBT+ Month  February – Children’s Mental Health Week  February – Safer Internet Day  March – Beep Beep Day -EYFS & KS1  April – Dog’s Trust | | | May – Mental Health Awareness Week  June – Rail Safety  June – Water Safety | |
|  | **Diocesan Themes** | | | | | | |
| **Moral** | **Spiritual** | | **Physical** | **Emotional** | | **Social** |
| **Diocesan**  **Themes Lower KS2** | I can:   1. Be courteous, showing good manners at home and in school 2. Be forgiving, able to say sorry and not hold grudges against those who have hurt me 3. Be honest, able to be truthful in my relationships with others | I know:   1. That I can spend time with God in prayer by myself and with others which helps me in life 2. That following Jesus’ teaching on forgiveness can help me in my relationships my friends 3. That God wants me to use my individual gifts, talents and abilities | | I know:   1. How a baby grows and develops in its mother’s womb   I can:   1. Describe a healthy life-style, including physical activity, dental health, healthy eating, sleep and hygiene 2. Describe how and why to keep safe in the sun | I can:   1. Confidently say what I like and dislike 2. Describe the wider range of my feelings   I know:   1. That some behaviour is unacceptable | | I know:   1. That I can go to a number of different people for help in different situations 2. That there are different types of relationships including those between acquaintances, friends, relatives and family 3. What bullying is (including cyberbullying) and how to respond 4. How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online   I can:   1. Show care and concern for the special people in my life 2. Be friendly, able to make and keep friends. 3. Make a clear and efficient call to emergency services if necessary |
| **PSHE Association Programme of Study KS2** | **Health and well-being** | | | | | | |
| **Healthy lifestyles (physical wellbeing)** | | | | | | |
| **H1.** how to make informed decisions about health  **H2.** about the elements of a balanced, healthy lifestyle  **H3.** about choices that support a healthy lifestyle, and recognise what might influence these  **H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be  physically active and some of the risks associated with an inactive lifestyle  **H11.** how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on  dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)  **H14.** how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health | | | | | | |
| **Mental Health** | | | | | | |
| **H16.** about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing  **H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; | | | | | | |
| **Keeping safe** | | | | | | |
| **H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  **H38.** how to predict, assess and manage risk in different situations  **H41.** strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about  **H42.** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information  or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact  **H44.** how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them  and what to say | | | | | | |
| **Relationships** | | | | | | |
| **Families and close positive relationships** | | | | | | |
| **R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  **R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another | | | | | | |
| **Friendships** | | | | | | |
| **R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  **R12.** to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others  not known face-to-face  **R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  **R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary | | | | | | |
| **Managing hurtful behaviour and bullying** | | | | | | |
| **R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  **R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the  deliberate excluding of others); how to report concerns and get support | | | | | | |
| **Living in the Wider World** | | | | | | |
| **Media literacy and digital reslilience** | | | | | | |
| **L11.** recognise ways in which the internet and social media can be used both  positively and negatively | | | | | | |
| **Economic wellbeing: money** | | | | | | |
| **L17.** about the different ways to pay for things and the choices people have about this | | | | | | |
| **Economic wellbeing: Aspirations, work and career** | | | | | | |
| **L31.** to identify the kind of job that they might like to do when they are older | | | | | | |

St Bede’s Catholic Academy **Year 4** PSHE Scheme of Work

Academic Year: Teacher:

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| **10:10** | **Autumn** | | **Spring** | | | **Summer** | |
| * Online Safety (Computing) * Story Sessions – Get Up! * The Sacraments * We Don’t Have To Be The Same * Respecting Our Bodies * What is Puberty? * Managing Online Information * Spending Decisions * Understanding Mental Health * Bullying and Mental Wellbeing | | * Changing Bodies * What Am I Looking At? * I am Thankful * Lifecycles * A Time for Everything * NSPCC PANTS (Sexual Harassment) * Health, Wellbeing and Lifestyle * Privacy and Security * Advertising * Emotions and Feelings * Mental Health Problems – Loneliness | | | * What am I Feeling? * A Community of Love * What is the Church? * How Do I Love Others? * Copyright and Ownership * Keeping Track * Looking After Our Mental Health * Healthy Sleeping | |
| **Commando Joe’s Team Building** | Bear Grylls ‘Survival’  **Responsibility, compassion, respect** | | Kira Salak ‘Gorilla in the mist’  **Justice, confidence, honesty** | | | Leif Erickson ‘Voyage of discovery’  **Honesty, compassion, resilience** | |
| **Additional Events**  (Subject to change of date/term) | September-NSPCC Speak out Stay Safe  September-NSPCC Pants  October-Black History Month  November – Fire Safety visit  November – Remembrance Day  November Anti-Bullying Week  November – UKS2 – Parliament Week  November – Road Safety Week | | Februry -LGBT+ Month  February – Children’s Mental Health Week  February – Safer Internet Day  March – Beep Beep Day -EYFS & KS1  April – Dog’s Trust | | | May – Mental Health Awareness Week  June – Rail Safety  June – Water Safety | |
|  | **Diocesan Themes** | | | | | | |
| **Moral** | **Spiritual** | | **Physical** | **Emotional** | | **Social** |
| **Diocesan**  **Themes Lower KS2** | I can:   1. Be grateful to others for the good things in my life 2. Be respectful of myself and others, recognising differences 3. Accept that I do not always get what I want and show an awareness of why this is 4. Be caring, aware of the needs of others and responding to those needs | I know:   1. That life is precious and given by God 2. That belonging to the Church family means that I should love other people in the same way as Jesus does | | I know:   1. That my body is changing as I grow and some of the changes that occur   throughout life  I can:   1. Describe the similarities and differences between girls and boys (specific) and correctly name the main external parts of the male and female body and their functions 2. Describe the needs of people and other living things, including the need to reproduce | I can:   1. Describe changes that happen in life e.g. loss, separation, divorce and bereavement 2. Cope with natural negative emotions and show resilience following setbacks 3. Describe some ways to maintain good mental health (exercise, diet, sleep, company) | | I know:   1. That not all images, language and behaviour are appropriate 2. The difference between good and bad secrets 3. What bullying is (including cyberbullying) and how to respond 4. How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online   I can:   1. Show concern for the communities to which I belong , aware that my behaviour has an impact upon them 2. Identify injustices in the wider world |
| **PSHE Association Programme of Study KS2** | **Health and well-being** | | | | | | |
| **Mental Health** | | | | | | |
| **H16.** about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time  **R21.** about discrimination: what it means and how to challenge it | | | | | | |
| **Ourselves; growing and changing** | | | | | | |
| **R27.** about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret  **H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  **H30.** to identify the external genitalia (and internal) reproductive organs in males and females and how the process of puberty relates to human reproduction | | | | | | |
| **Relationships** | | | | | | |
| **Respecting self and others** | | | | | | |
| **R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality  or background  **R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own | | | | | | |
| **Living in the Wider World** | | | | | | |
| **Media literacy and digital reslilience** | | | | | | |
| **L13.** about some of the different ways information and data is shared and used online, including for commercial purposes  **L14.** about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information | | | | | | |
| **Economic wellbeing: money** | | | | | | |
| **L17.** about the different ways to pay for things and the choices people have about this  **L18.** to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ | | | | | | |
| **Economic wellbeing: Aspirations, work and career** | | | | | | |
| **L26.** that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life  **L30.** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation  **L31.** to identify the kind of job that they might like to do when they are older | | | | | | |

St Bede’s Catholic Academy **Year 5** PSHE Scheme of Work

Academic Year: Teacher:

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **10:10** | **Autumn** | | **Spring** | | | **Summer** | | |
| * Online Safety (Computing) * Story Sessions – Calming the Storm * God is Calling You * Under Pressure * Do You Want a Piece of Cake? * Self-Talk * Online Reputation * Look After It * Understanding Mental Health * Courtesy and Manners | | * Sharing Isn’t Always Caring * Cyberbullying * Types of Abuse (Abuse including Sexual Abuse) * Impacted Lifestyles * Making Good Choices * Giving Assistance * NSPCC PANTS (Sexual Harassment) * Online Bullying * Critical Consumers * Talking about Mental Health * Mental Health Problems – Feeling Worried | | | * The Holy Trinity * Catholic Social Teaching * Reaching Out * Self-Image and Online Identify * Online Relationships * Money in the Wider World * Looking After Our Mental Health * Bullying and Stereotypes * Health and Allergies | | |
| **Commando Joe’s Team Building** | Ranulph Fiennes ‘Transglobe Adventure’  **Confidence, self-belief, respect** | | Spartacus ‘Romans Revolt’  **Respect, compassion, justice** | | | Tim Peake ‘Blast Off’  **Honesty, resilience, confidence** | | |
| **Additional Events**  (Subject to change of date/term) | September-NSPCC Speak out Stay Safe  September-NSPCC Pants  October-Black History Month  November – Fire Safety visit  November – Remembrance Day  November Anti-Bullying Week  November – UKS2 – Parliament Week  November – Road Safety Week | | Februry -LGBT+ Month  February – Children’s Mental Health Week  February – Safer Internet Day  March – Beep Beep Day -EYFS & KS1  April – Dog’s Trust | | | May – Mental Health Awareness Week  June – Rail Safety  June – Water Safety | | |
|  | **Diocesan Themes** | | | | | | | |
| **Moral** | **Spiritual** | | **Physical** | **Emotional** | | **Social** | |
| **Diocesan**  **Themes Upper KS2** | I can:   1. Be courteous in my dealings with friends and strangers 2. Demonstrate my gratitude to others for the good things in my life through words and actions 3. Be honest, striving to live truthfully and with integrity, using good judgement 4. Be compassionate, able to empathise with the suffering of others and displaying the generosity to help | I know:   1. That we are all children of God and made in God’s image and likeness 2. That prayer and worship nourish my relationship with God and support my   relationships with others   1. The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus’ teaching on forgiveness | | I know:   1. The changes that occur at each stage of a human being’s life (including childhood, adolescence, adulthood, old age) and specifically the changes   which occur during puberty   1. About the impact of unsafe exposure to the sun and how to reduce the risk of sun damage 2. The facts and science relating immunisation and vaccination | I can:   1. Be confident in my relationships with my peers in various situations, including online 2. Describe how my emotions may change and intensify as I grow and move through puberty 3. Describe the impact that poor lifestyle choices can have on mental health and how exercise, fresh air, company (Including helping others), hobbies, good diet and sleep can support mental well- being.   I know:   1. That some behaviour is unacceptable,   unhealthy or risky | | I know:   1. About the importance of living in right relationship with the range of national, regional, religious and ethnic identities in the United Kingdom and beyond , respecting diversity 2. How to report and get help if I encounter inappropriate materials or messages 3. How to use technology safely   I can:   1. Show care and concern for the special people in my life and put their needs   before my own   1. Be loyal, able to develop and sustain friendships 2. Describe some basic first-aid, dealing with common injuries | |
| **PSHE Association Programme of Study KS2** | **Health and well-being** | | | | | | |
| **Healthy lifestyles (physical wellbeing)** | | | | | | |
| **H5.** about what good physical health means; how to recognise early signs of physical illness  **H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and  how to maintain it  **H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed  **H12.** about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer  **H13.** about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online | | | | | | |
| **Mental Health** | | | | | | |
| **H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health with family and friends can support mental health and wellbeing  **H17.** to recognise that feelings can change over time and range in intensity | | | | | | |
| **Ourselves; growing and changing** | | | | | | |
| **H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)  **H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene | | | | | | |
| **Keeping safe** | | | | | | |
| **H41.** strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about  **H42.** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information  or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact  **H43.** about what is meant by first aid; basic techniques for dealing with common injuries² | | | | | | |
| **Relationships** | | | | | | |
| **Families and close positive relationships** | | | | | | |
| **R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be  Lifelong  **R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart  **R8.** to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of  difficulty  **R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice | | | | | | |
| **Friendships** | | | | | | |
| **R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences,  support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  **R13.** the importance of seeking support if feeling lonely or excluded  **R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them | | | | | | |
| **Safe relationships** | | | | | | |
| **R23.** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and  contact; how to report concerns  **R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  **R26.** about seeking and giving permission (consent) in different situations  **R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this | | | | | | |
| **Living in the Wider World** | | | | | | |
| **Shared responsibilities** | | | | | | |
| **L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and  concern for others | | | | | | |
| **Communities** | | | | | | |
| **L6.** about the different groups that make up their community; what living in a community means  **L7.** to value the different contributions that people and groups make to the community  **L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities | | | | | | |
| **Media literacy and digital reslilience** | | | | | | |
| **L12.** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  **L15.** recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images  **L16.** about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and  identify misinformation | | | | | | |
| **Economic wellbeing: money** | | | | | | |
| **L19.** that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)  **L20.** to recognise that people make spending decisions based on priorities, needs and wants | | | | | | |
| **Economic wellbeing: Aspirations, work and career** | | | | | | |
| **L27.** about stereotypes in the workplace and that a person’s career aspirations should not be limited by them  **L28.** about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses,  strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)  **L29.** that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary  work which is unpaid  **L30.** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation  **L31.** to identify the kind of job that they might like to do when they are older  **L32.** to recognise a variety of routes into careers (e.g. college, apprenticeship, university) | | | | | | |

St Bede’s Catholic Academy **Year 6** PSHE Scheme of Work

Academic Year: Teacher:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **10:10** | **Autumn** | | **Spring** | | | **Summer** | |
| * Online Safety (Computing) * Story Sessions – Calming the Storm * Gifts and Talents * Girls’ Bodies * Boys’ Bodies * Spots and Sleep * Build Others Up * Managing Online Information * Value for Money and Ethical Spending * Understanding Mental Health | | * Body Image * Peculiar Feelings * Emotional Changes * Hope Beyond Death * Seeing Stuff Online * NSPCC PANTS (Sexual Harassment) * Health, Wellbeing and Lifestyle * Privacy and Security * Budgeting * Emotions and Feelings * Mental Health Problems – Feeling Unhappy | | | * Body Image * Peculiar Feelings * Emotional Changes * Hope Beyond Death * Seeing Stuff Online * NSPCC PANTS (Sexual Harassment) * Health, Wellbeing and Lifestyle * Privacy and Security * Budgeting * Emotions and Feelings * Mental Health Problems – Feeling Unhappy | |
| **Commando Joe’s Team Building** | Nancy Wake ‘The White Mouse’  **Responsibility, honesty, confidence** | | Ibn Battuta ‘Eastern Odessa’  **Respect, honesty, resilience** | | | Amelia Earhart ‘Final Flight’  **Compassion, self-belief, justice** | |
| **Additional Events**  (Subject to change of date/term) | September-NSPCC Speak out Stay Safe  September-NSPCC Pants  October-Black History Month  November – Fire Safety visit  November – Remembrance Day  November Anti-Bullying Week  November – UKS2 – Parliament Week  November – Road Safety Week | | Februry -LGBT+ Month  February – Children’s Mental Health Week  February – Safer Internet Day  March – Beep Beep Day -EYFS & KS1  April – Dog’s Trust | | | May – Mental Health Awareness Week  June – Rail Safety  June – Water Safety | |
|  | **Diocesan Themes** | | | | | | |
| **Moral** | **Spiritual** | | **Physical** | **Emotional** | | **Social** |
| **Diocesan**  **Themes Upper KS2** | I can:   1. Be forgiving, developing the skills to allow reconciliation in relationships 2. Be respectful of my own and others uniqueness, demonstrating respect   for difference (Protected  Characteristics)   1. Be self-disciplined and able to delay or even deny myself | I know:   1. That the Church is the Body of Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching) 2. That each person has a purpose in the world and that God has created me for a particular purpose which involves commitment and self-giving   (vocation) | | I know:   1. About the week by week development of the baby in its mother’s womb 2. How human life is conceived in the womb, including the language of sperm and ova and about the nature and role of menstruation in the fertility cycle 3. About the differences between boys and girls with regard to puberty and   Reproduction   1. About the impact that poor lifestyle choices can have on my health including physical activity, dental health, healthy eating, sleep, hygiene, drugs and alcohol. | I can:   1. Describe some of the varied emotions that accompany the changes that happen in life, e.g. loss, separation, divorce and bereavement 2. Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges | | I know:   1. That there are a number of different people and organisations I can go to for help in different situations and how to contact them 2. How to make informed choices in relationships 3. That my increasing independence brings increased responsibility to keep myself and others safe 4. How to report and get help if I encounter inappropriate materials or messages 5. How to use technology safely   I can:   1. Speak out about injustice in the wider world and what I can do to help 2. Be just and fair, acting with integrity to show understanding of the impact of my actions locally, nationally and globally |
| **PSHE Association Programme of Study KS2** | **Health and well-being** | | | | | | |
| **Healthy lifestyles (physical wellbeing)** | | | | | | |
| **H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle  **H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not  eating a healthy diet including obesity and tooth decay.  **H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour  and ability to learn | | | | | | |
| **Mental Health** | | | | | | |
| **H18.** about everyday things that affect feelings and the importance of expressing feelings  **H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in  different situations  **H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  **H22.** to recognise that anyone can experience mental ill health; that most  **H23.** about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  **H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools | | | | | | |
| **Ourselves; growing and changing** | | | | | | |
| **H26.** that for some people gender identity does not correspond with their biological sex difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult  **H27.** to recognise their individuality and personal qualities  **H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  **H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle  and menstrual wellbeing, erections and wet dreams)  **H33.** about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a  baby being made); how babies need to be cared for¹  **H34.** about where to get more information, help and advice about growing and changing, especially about puberty  **H35.** about the new opportunities and responsibilities that increasing independence may bring  **H36.** strategies to manage transitions between classes and key stages | | | | | | |
| **Keeping safe** | | | | | | |
| **H39.** about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe  **H40.** about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  **H45.** that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³ | | | | | | |
| **Drugs’ alcohol and tobacco** | | | | | | |
| **H46.** about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health;  recognise that drug use can become a habit which can be difficult to break  **H47.** to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others  **H48.** about why people choose to use or not use drugs (including nicotine, alcohol and medicines);  **H49.** about the mixed messages in the media about drugs, including alcohol and smoking/vaping  **H50.** about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns | | | | | | |
| **Relationships** | | | | | | |
| **Families and close positive relationships** | | | | | | |
| **R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different  **R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others  **R7**. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster  parents); that families of all types can give family members love, security and stability | | | | | | |
| **Friendships** | | | | | | |
| **R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends  **R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely | | | | | | |
| **Managing hurtful behaviour and bullying** | | | | | | |
| **R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  **R20**. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  **R21.** about discrimination: what it means and how to challenge it | | | | | | |
| **Safe relationships** | | | | | | |
| **R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);  **R25**. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  **R29.** where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) | | | | | | |
| **Respecting self and others** | | | | | | |
| **R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online  **R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should  expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or  support courteous, respectful relationships  **R34.** how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with | | | | | | |
| **Living in the Wider World** | | | | | | |
| **Shared responsibilities** | | | | | | |
| **L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws  **L2.** to recognise there are human rights, that are there to protect everyone  **L3.** about the relationship between rights and responsibilities  **L5.** ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g.reducing, reusing, recycling; food choices) | | | | | | |
| **Communities** | | | | | | |
| **L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes  **L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced | | | | | | |
| **Media literacy and digital reslilience** | | | | | | |
| **L15.** recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images  **L16.** about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and  identify misinformation | | | | | | |
| **Economic wellbeing: money** | | | | | | |
| **L21.** different ways to keep track of money  **L22.** about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe  **L23**. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and  future aspirations  **L24.** to identify the ways that money can impact on people’s feelings and Emotions | | | | | | |
| **Economic wellbeing: Aspirations, work and career** | | | | | | |
| **L25.** to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes  **L30.** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation  **L31.** to identify the kind of job that they might like to do when they are older  **L32.** to recognise a variety of routes into careers (e.g. college, apprenticeship, university) | | | | | | |

**PSHE**

**Resources**

The following websites have a wealth of advice and resources to aid planning.

<https://www.tentenresources.co.uk/your-subscriptions/>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

<https://www.pshe-association.org.uk/>

<https://maestro.cornerstoneseducation.co.uk/dashboard>

<https://www.pshe-association.org.uk/system/files/Guide%20for%20PSHE%20Leads%20in%20the%20event%20of%20school%20closures.pdf>

(Guide for teaching PSHE remotely in the event of school closures)

<https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal> EYFS

<https://www.bbc.co.uk/bitesize/subjects/zmpfb9q> KS1

<https://www.twinkl.co.uk/search?term=PSHE+KS+1> KS1

<https://www.bbc.co.uk/teach/ks2-pshe/zbrg7nb> KS2

<https://www.twinkl.co.uk/search?term=PSHE+KS+1> KS2

**Approved SRE Resources**

**A Journey in Love** – Sr Jude Groden RSM McCrimmon Publishing Co Ltd [http://www.mccrimmons.com/shop/relationships/](http://www.mccrimmons.com/shop/relationships/%20)

**Life to the Full** – Ten: Ten Resources (including EYFS resources September 2020) [www.tentenresources.co.uk/relationship-education](file:///E:\www.tentenresources.co.uk\relationship-education)

**CAFOD** – Catholic Agency for Overseas Development

[http://cafod.org.uk/Education/Primary-schools](http://cafod.org.uk/Education/Primary-schools%20)

**Statements to Live By – Nurturing Human Wholeness through the Distinctive Catholic Tradition** – Frank McDermott and Theresa Laverick

[http://www.anamcara.org.uk/Nurturing%20Human%20Whole.html](http://www.anamcara.org.uk/Nurturing%20Human%20Whole.html%20)

**All That I Am - Relationships and Sex education for Upper KS2** published by the Archdiocese of Birmingham

[http://all-that-i-am.co.uk/](http://all-that-i-am.co.uk/%20)

**Social and Emotional Aspects of Learning** (SEAL) published by Department for Education - National Strategies

[http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009](http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009%20)

**Operation Encompass –** Healthy Relationships

[http://dawsa.org.uk/wp-content/uploads/2019/09/NP\_2055\_Domestic%20Abuse%20Awareness%20Programme%20For%20Schools%20-%20PSHE%20Session%20Plans%20KS1.pdf](http://dawsa.org.uk/wp-content/uploads/2019/09/NP_2055_Domestic%20Abuse%20Awareness%20Programme%20For%20Schools%20-%20PSHE%20Session%20Plans%20KS1.pdf%20%20%20)  (for KS1)

<http://dawsa.org.uk/wp-content/uploads/2019/09/NP_2055_Domestic%20Abuse%20Awareness%20Programme%20For%20Schools%20-%20PSHE%20Session%20Plans%20KS2.pdf> (for KS2)