



PSHE/RSE NEWSLETTER

ST BEDE'S PRIMARY
SCHOOL



AUTUMN TERM

OUR AIMS

The study of PSHE and RSE is a vital part of children's development and wider understanding of the world we live in. Within PSHE children will recognise that every individual is unique and made in the image and likeness of God. Through PSHE, children will gain the knowledge they need to make informed choices and therefore make positive contributions to the wider community.

OUR CURRICULUM THIS TERM

EYFS	In EYFS we have introduced the idea of being in control when we are using any devices online. We are at the very early stages of teaching children how to stay safe online and to recognise when it is important to say 'no' or to tell an adult when someone makes them feel sad. We are beginning to understand that rules keep us safe and healthy. We will then work on basic road safety and finally will work on healthy eating and table manners.
KS1	In KS1 we are learning about self-image and our online identity. We are beginning to understand that there may be people online who make us feel sad. We are learning about the importance of being able to manage money. We then move onto dental hygiene and healthy eating and will finish the term focussing on manners and courtesy.
LKS2	We develop our understanding of what is meant by our 'identity' when using online platforms and the importance of being able to question the truth around other people's online identities. We develop monetary awareness by developing a greater understanding of where money comes from and how to manage it well. We will be linking physical and mental health and will also discuss healthy friendships.
UKS2	We began this term by discussing how to stay safe online. We then look at what is meant by value for money and the risks associated with money. We discuss Fairtrade and ethical spending. We then look at ways we can look after our own physical and mental health. We will work on the importance of good manners and courtesy within the community.

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FUNDAMENTAL BRITISH VALUES

Each week we hear about a story in the news. this gives us chance to discuss the story, where in the world it is happening, how it makes us feel and which of the Fundamental British Values the story relates to. Here are a few of our recent stories.



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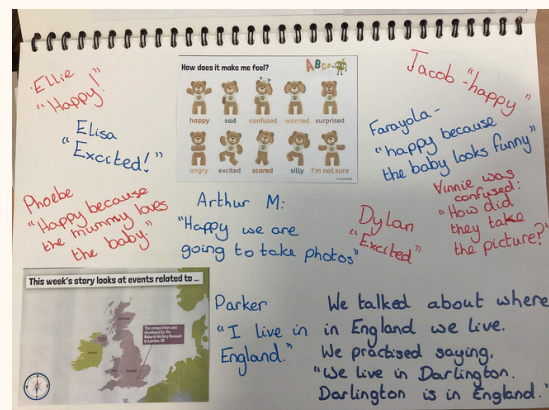
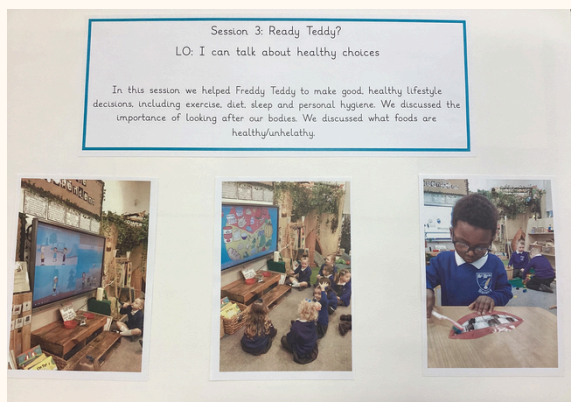
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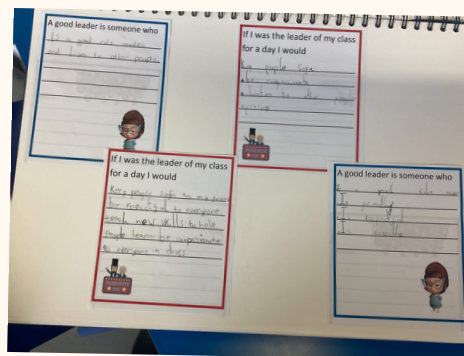
AUTUMN TERM

WHAT HAS BEEN GOING ON?

In Reception we took photos of wildlife in our local area and talked about how it made us feel.

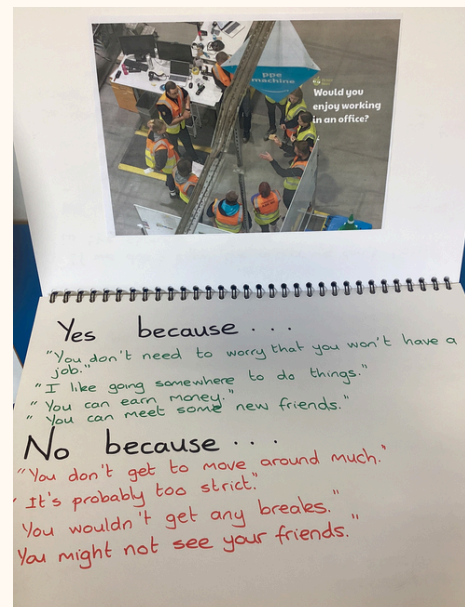


In Nursery we talked about the importance of eating healthy food for our bodies.



We discussed different places of work and what it would be like to work in an office. The story related to Amazon and the children could identify with this from the local area!

In Year 1 & 2 we explored the qualities of being a good leader after we heard about the election in America

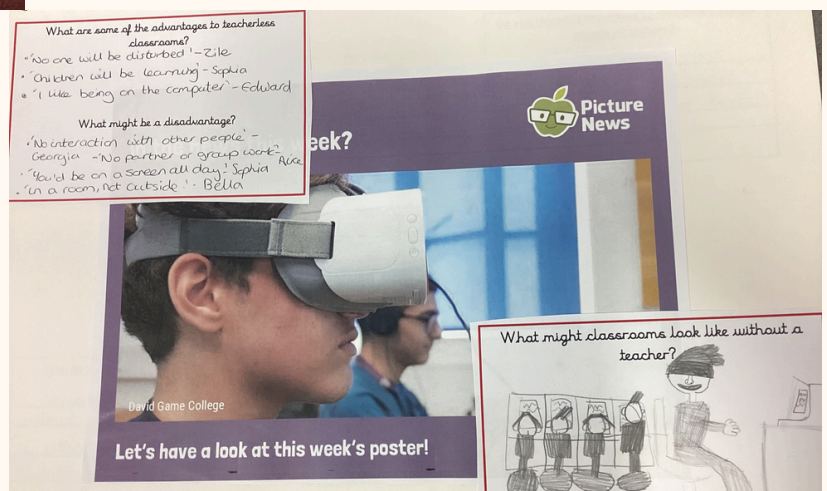
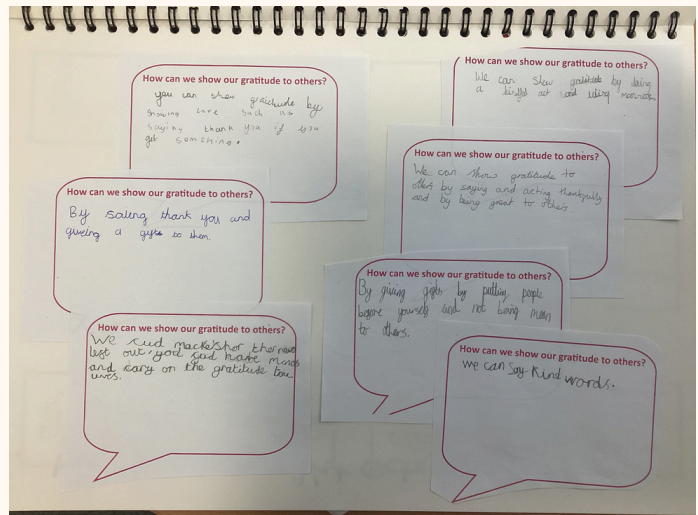
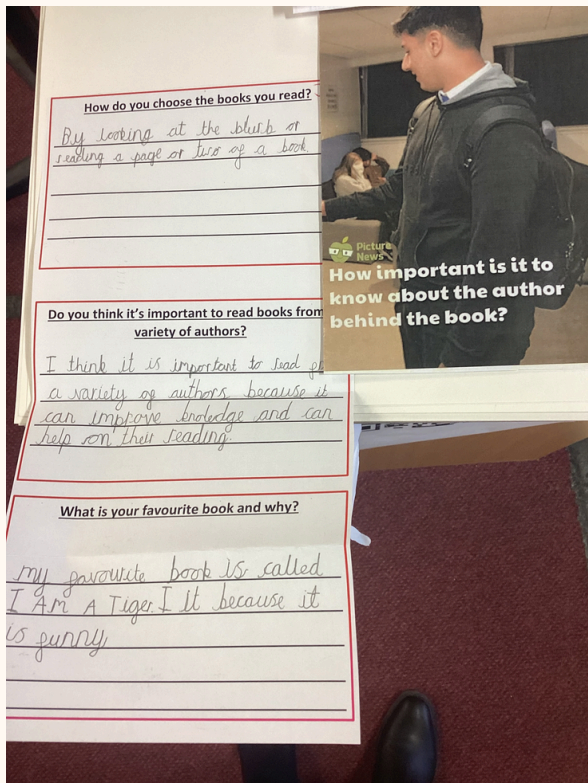


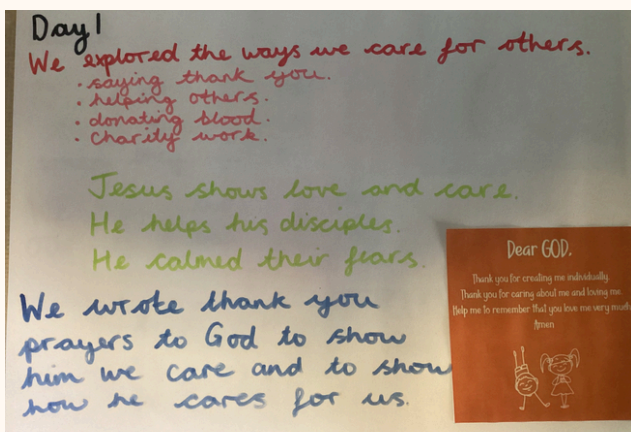
Year 3 & 4

We have enjoyed relating current events to the way we live our lives and we have enjoyed our debating sessions and accepting other people's viewpoints.



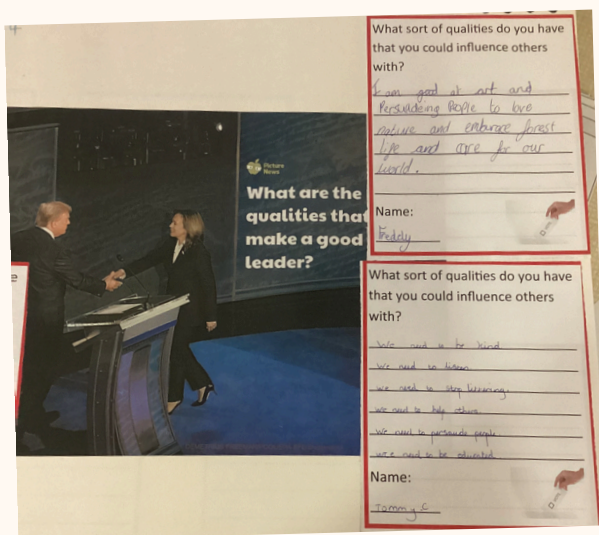
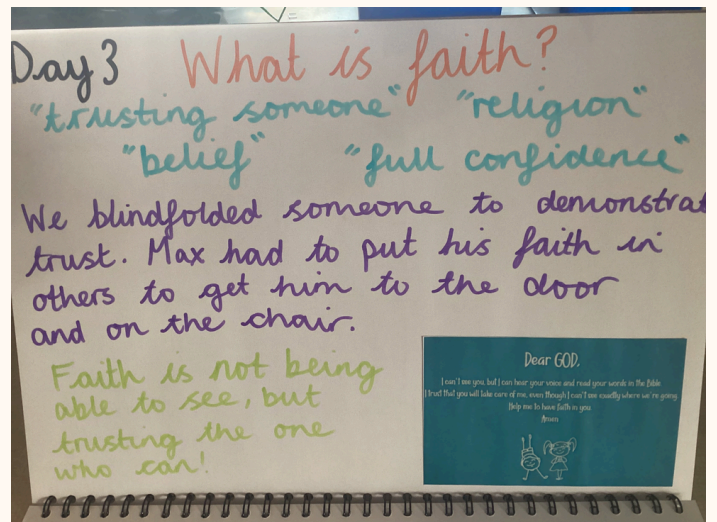
Here are some of our areas of discussion...





In **Year 5 & 6** we have reflected on the way we respond to others in the way we treat people.

We have explored the importance of 'trust' and putting our faith in someone.



In response to Picture News, we have considered the impact of bullying within our communities and what part we can all play in preventing it.

We discussed the responsibility of leadership and reflected on our own leadership qualities.



CULTURAL CAPITAL PASSPORTS

At St. Bede's RC Primary School, we are dedicated to providing exceptional learning opportunities for the children in our care.

Our goal is to enrich each child's school experience by creating an environment where they are motivated to succeed and reach their full potential.

Cultural capital involves equipping children with the knowledge and skills needed for their future. We understand that exploring new skills and experiences fosters a sense of resilience, curiosity, and creativity. This ultimately leads to the development of new forms of cultural capital that influence individual mindsets and shape the future. By fostering cultural capital, the children will be better prepared for educational and professional settings and to contribute meaningfully to society.

We empower our children to build on the achievements of those who came before them and create new and exciting cultural expressions. We believe that definitions of cultural capital should celebrate and embrace the diverse backgrounds, heritage, language, and traditions of all children in this country.

Nursery

I can recognise my numbers to 5

I can show pride in my presentation by tidying my learning environment

I can recognise my name

I can make a choice about what I want to do in the outside area through the Fundamental British Value of individual liberty

I can go to the toilet by myself

I can wash my hands

I can eat a healthy snack

I can listen to a story

I can put on my own coat

I can listen attentively on the carpet

Year 3

I can achieve a 100 reads award

I can plan and participate in a class Celebration of the Word

I can show pride in my presentation by using DUMTUM in each piece of work

I can help make a decision as a class through the Fundamental British Value of democracy

I can complete a presentation in front of my class

I can tie my own shoe lace

I can recite a poem

I can cross the road safely

I can help look after our prayer garden

I can talk openly about my emotions

I can recognise that my actions have consequences

I can look after our school resources

Year 6

I can achieve a 100 reads award

I can participate in a school Mass

I can show pride in my presentation by having work worthy of being shown to the headteacher

I can work as a group (through the Fundamental British Value of mutual respect) to raise money for charity

I can spell all my Y5 and 6 spelling words

I can take on a leadership responsibility in school

I can understand the changes experienced during puberty

I can stay away from home as part of a residential trip

I can take responsibility for myself by bringing my own pencil case to school and maintaining my own equipment

I can delegate job roles in class

I can prepare myself for the transition to secondary school

I can support our youngest pupils adapt to life at school

We have launched 'Cultural Capital Passports' across the school. Here are some examples. Each task encourages our children to be skilled in being able to access the wider world and be good citizens of the future.